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The second volume of the third annual report of Title I activities in Pittsburgh public schools presents appraisals of eight programs. The evaluations of these particular programs are presented in a separate volume because they do not conform to the previously developed evaluation model. Each program report is introduced by a summary statement and followed by several appendixes with additional information. The component programs are: (1) adapted physical education; (2) educational camping; (3) instructional leadership; (4) instrumental music; (5) nongraded program; (6) Saturday teacher workshops; (7) speech and hearing mobile units; and (8) television news. For an abstract of Volume I of this evaluation report, see UD 007 960. (NH)

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ESEA TITLE I PROJECTS
EVALUATION REPORT
1968 - VOLUME II

THE BOARD OF PUBLIC EDUCATION · SCHOOL DISTRICT OF PITTSBURGH, PENNSYLVANIA

Pittsburgh Public Schools

Bernard J. McCormick, Superintendent

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UD 007 961

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QUALIFYING SCHOOLS

The following schools were eligible for Title I funds under the 1967-1968 guidelines:

Elementary

- Arlington
- Arsenal
- Baxter
- Belmar
- Beltzhoover
- Burgwin
- Chartiers
- Clayton
- Conroy
- Cowley
- Crescent
- Dilworth
- East Park
- East Street
- Fairywood
- Fineview
- Forbes
- Fort Pitt
- Frick
- Friendship
- Gladstone
- Grandview
- Greenfield
- Hays
- Holmes
- Homewood
- Knoxville
- Larimer
- Lemington
- Letsche
- Lincoln
- McCleary
- McKelvy
- McNaugher
- Madison
- Manchester
- Mann
- Miller
- Morse
- Murray
- Northview
- Phillips
- Prospect
- Rogers
- Schiller
- Sheraden
- Spring Garden
- Stevens
- Vann
- Weil
- Woolslair

Secondary

- Allegheny
- Arsenal Vocational
- Carrick
- Columbus Middle
- Connelley Vocational
- Conroy Junior
- Fifth Avenue
- Gladstone
- Greenfield Junior
- Herron Hill Junior
- Knoxville Junior
- Langley
- Latimer Junior
- Oliver
- Peabody
- Perry
- Prospect Junior
- Schenley
- South
- Washington Vocational
- Westinghouse

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Introduction

Since the early months of 1966, under the auspices of Title I of the Elementary and Secondary Education Act, Pittsburgh Public Schools have been using federal funds to develop a variety of programs addressed to the needs of socially and economically disadvantaged students and the schools these students attend. More specifically, the funds have been used for the following purposes: to introduce changes in school organization; to augment the human and material resources of the school; to provide new or improved services; to devise or strengthen instructional strategies and other educational processes; to increase the variety of educational activities; and to evaluate and adjust the planning, implementation, and effects of these changes. The benefits of the total effort are seen in the gradual rationalization of processes and programs toward the goal of quality education in the affected schools.

An integral part of the overall change is the evaluation activity which has guided and supported it. The objectives and criteria of evaluation are defined by the Pittsburgh Evaluation Model. Under this model, educational programs are viewed as subsystems of the entire school system. Continuous feedback to program managers of evaluative information, coupled with ever more effective responses on their part, contributes to the constant improvement of plans and operations in the larger system.

This publication, the third annual evaluation report, presents information about Title I activities conducted during the 1967-1968 school year. The emphasis of the overall effort on the development of processes is evidenced in the nature of the reporting. Thus, much of the information presented to managers in this early phase of evaluation is related to program conceptualization and program operation. As time progresses, proportionately more information about program effects is gathered and disseminated.

The reports are presented in two volumes. They have been kept as concise as possible, and, to avoid repetition, the procedures and methods defined by the evaluation model have not been explained or described within the individual reports. As a prerequisite to reading individual reports, the reader is referred to the first section of Volume I _Evaluation Report, 1967_ which contains an explanation of the model used to make these evaluations.* The 10 reports in Volume I of the 1968 report reflect the objectives and procedures established by the evaluation model. Volume II is composed of those eight evaluations which were not held to the model, although they may have conformed to it in part, if not completely.

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*The model has since been revised and is described in the _Discrepancy Evaluation Model, 1969_, Pittsburgh Public Schools.

Any effort of this type depends on the contributions of many individuals and groups. We wish to thank the personnel in the schools who have given their time to fill out questionnaires and answer interviews and have cheerfully suffered the interruption of their classes for observations. The cooperation and understanding of project managers has also been an essential condition of this work. These managers, who must ultimately bear the responsibility for the success or failure of their programs, have been forced to take risks with us which were not always within their understanding or, in their opinions, prudent. To them, also, we extend our thanks.

Malcolm Provus
Director of Research

1. ADAPTED PHYSICAL EDUCATION PROGRAM

1. ADAPTED PHYSICAL EDUCATION PROGRAM

Summary

The Adapted Physical Education Program was introduced in the Pittsburgh Public Schools in September 1965. The program aims to provide individualized physical education for students who are unable to participate in the regular physical education program due to illness or disability.

In an attempt to measure the effectiveness of the Adapted Physical Education Program, three questions were asked: (1) How many students are served by the program? (2) What progress are students making? and (3) What is the rate of improvement of students with low physical fitness?

It was discovered that although the number of schools having the program increased, the total number of students served decreased. Based on data collected from program instructors' ratings of their students, it was shown that 22 percent of the participants had reached maximum improvement. Of the students sampled with low physical fitness, it was found that there was no difference in improvement of students having one, two, and five classes per week.

Introduction

History of the Program

The basic philosophy of the Adapted Physical Education Program is that every child attending school should be given the opportunity to participate in varied and wholesome physical education activities. For those children who are unable to participate in regular physical education classes because of illness or disability, this program aims to provide individualized physical education activities tailored to match their physical capacity.

The necessity for a program of this type has long been recognized by the Commonwealth of Pennsylvania. The Adapted Physical Education Program in the Pittsburgh Public Schools started in September 1965 as a pilot program for girls at Westinghouse High School. The pilot program showed the necessity of expansion. This was accomplished using Title I ESEA funds to include 20 qualifying schools and a staff of 10 specially trained teachers on March 31, 1966. Only five teachers, however, were found to fill the opening positions. For a period of six weeks, these teachers received specialized training at the University of Pittsburgh. They were then placed in five schools.

During July and August of 1966, seven additional teachers and a supervisor, newly hired for the program, were given specialized training at the University of Pittsburgh summer workshop. In September of 1966, after the loss of two members of the original staff, 10 teachers were placed on a shared time basis in Pittsburgh Public Schools. By April of 1967, a total of 6,875 students had been screened of whom 1,560, or 24 percent, were selected to participate in the program. (In the two parochial schools served by the program 469 children were screened and 80 selected.)

At the end of the 1966-1967 school year, seven new adapted physical education teachers were needed to replace the one teacher who retired and the six others who resigned to accept positions outside the Pittsburgh Public Schools. In August a three-day workshop was planned by the Section on Physical and Health Education of the Pittsburgh Public Schools to acquaint all staff members with the organization and direction of the program.

The Adapted Physical Education Program has been evaluated by the Office of Research since its inception in 1965. The evaluation of the first year's program pointed out the need for a systematic method of recording necessary data on participants. It also suggested the development of clear and uniform criteria for admission into the program. The evaluation of the 1966-1967 program indicated a substantial degree of progress in the program. Effective steps had been taken to establish data collection procedures to provide the program with one of the basic tools of self-evaluation.

The evaluation also reiterated a number of problems which had hampered the program from its introduction. The most serious of these is the high turnover rate of teachers because of the temporary nature of their jobs. A second problem is the need for an orthopedic consultant to examine orthopedic cases and to recommend necessary courses of action. Finally, female aides are needed to assist male teachers in implementing required physical education activities for girls. The reluctance of male teachers to instruct girls without aides has resulted in a very low percentage of girls in the program (only 16 percent).

Description of the Program

All male students in participating schools are screened to determine whether they have physical disabilities and/or defects which require individual attention. Additional referrals are made by regular physical education teachers, school nurses, and physicians. Students in two different categories are accepted and served by the program:

1. Remedial--Students who are not able to participate fully in regular physical education programs because of low physical fitness or poor body mechanics
2. Modified--Students who are limited by chronic health and/or physical conditions, or are recovering from acute or postoperative conditions

Students in the remedial group are instructed in activities, principally exercises, which will restore normal strength and development to affected parts of the body. An individualized program is established for the student after he has been screened and the findings confirmed by his physical. The remedial aspect of the program aims to correct or improve the following and similar conditions: abdominal ptosis, foot disorders, kyphosis, lordosis, low fitness, muscular weakness, overweight, poor body alignment, poor coordination, scoliosis, social maladjustment, and underweight.

The modified aspect of the program emphasizes the use of regular physical education methods and activities adapted to the specific needs of the student, either by restriction or modification of equipment or activity. Based on the results of the medical and physical examination of the student, the modified phase is an individualized program implemented only on consent of the child's attending physician. Children involved in the modified program present a variety of conditions: anemia, arrested tuberculosis, athrocytosis, asthma, cardiac, cerebral palsy, diabetes, epilepsy, hemophilia, hypertension, joint injuries, leg defects, leukemia, morphosis, muscular dystrophy, nephritis, Osgood Schlatters, osteomyelitis, partial sight, polio, postoperative, postpartum, pregnancy, rheumatoid arthritis, rheumatic heart, skin disorders, and spina bifida.

Program participants attend an average of two 45-minute classes per week. Students in the Adapted Physical Education Program receive twice the amount of instructional time received by students in the regular physical education class (since limited numbers were served in the adapted physical education class). Students remain in the program for varying periods of time, depending upon their condition and their progress. Table 1 presents the prevalence of the different physical limitations of participating students during the 1967-1968 school year. The limitations are arranged in order of descending frequency.

TABLE 1

Limiting Conditions of Participants in the 1967-1968 Adapted Physical Education Program

Limitation	%	Limitation	%
Low Physical Fitness	24	Cardiac Conditions	2.5
Overweight	16	Cerebral Palsy	2.5
Lordosis	13	Asthmatics	1.7
Kyphosis	9	Postoperative	1.4
Poor Coordination and Skills	6	Muscular Dystrophy	1.0
Scoliosis	5	Postpartum	1.0
Socially Maladjusted	6	Partial Sight	1.0
Underweight	5	Other Conditions*	4.9

*Other conditions include: spina bifida, rheumatoid arthritis, pregnancy, hypertension, osteomyelitis, Osgood Schlatters, etc.

Table 1 indicates that the most frequent limitations of participants in the Adapted Physical Education Program were low physical fitness, overweight, and lordosis. A fuller description of the program appears in the definition in Appendix A.

Evaluation of the Program

Method

In an attempt to measure the effect of the Adapted Physical Education Program, the number of students enrolled was compared with comparable figures for the previous year. A data collection instrument was also developed and instructors were asked to rate their students' progress on it. A further measure of the program's effectiveness was sought by selecting a random sample of pupils with low physical fitness (as shown in Table 1 this conditions accounts for more participants than any other) and examining them for change in conditions across age groups and number of classes per week. This was expected to provide a rough measure of exposure to the program.

Findings

It was discovered that although the program has been extended to a greater number of schools, the total number of students served by the program has decreased. Based on data collected from the program instructors' ratings of their students, it was shown that 22 percent of the participants had reached maximum improvement. Of the students sampled with low physical fitness, it was found that there was no difference in improvement of students having one, two, and five classes per week. A more detailed description of the findings follows.

During the 1967-1968 school year, for the first time the program covered a number of parochial schools. In addition, the program was extended to 18 public schools as compared to 15 the previous year. In spite of this extension of the program, the number of students enrolled was 1.6 percent less during the 1967-1968 school year than the preceding year. The number of students screened who were enrolled was less by 5.6 percent in parochial schools than in public schools.

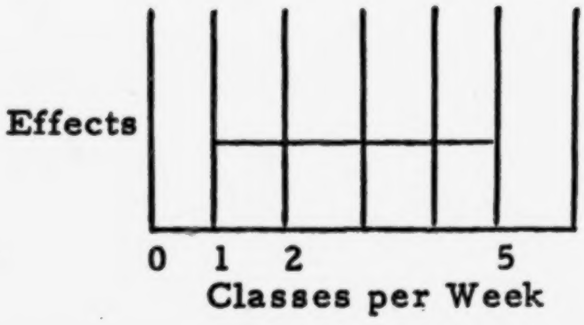
Based on the data collected from the program instructors' ratings of their students, 30 percent of the participants reached maximum improvement and 16 percent were returned to the regular physical education program. Forty-four percent of the students showed moderate improvement, 17 percent showed minimal improvement, and nine percent showed no improvement. The majority of the latter category were students with crippling conditions or those who were severely maladjusted. (See Appendix B for the form used by instructors to rate their students.)

From the total group of 270 students classified as having low physical fitness, six subgroups were drawn of students enrolled in one class of adapted physical education per week, two classes, and five classes. Two groups were selected for each amount of classtime.

In these six groups the percentages of students with significant improvement were 27, 34, 47, and 50 percent for four groups of one and two groups of five classes per week. These values were derived from the ratings of the adapted physical education teachers. They show that the percentage of students exhibiting significant improvement is not related to the number of classes per week for $p > 10$. These findings would seem to indicate that variance in amount of treatment has no appreciable effect on the percentage of students showing significant improvement. The lack of significant effect might be attributed to the serious problems of staff turnover and a lack of criteria for selection of entering students discovered in prior evaluations.

Discussion and Conclusions

The conclusions that can be drawn from these data are fairly straightforward. If we plot the findings about effects of increasing the number of classes per week, we find:



This would strongly suggest that the program, at least for the group of children classified as having low physical fitness, could as well be held one day a week, thus freeing the therapist for other activities.

More interesting, however, is the speculation that the extrapolation of the effects curve in the diagram leftward would provide the same effects with no program whatsoever. The natural level of improvement might be identical with the level achieved by the program. This is well in keeping with the findings of educational research as noted, for example, in the Wall Street Journal (July 8, 1968) p. 10:

> With regard to the Adapted Physical Education Program, these unhappy findings can be attributed, in part, to the poor definition of objectives, as was noted in the lack of criteria for entering students, and a lack of experienced teachers, due to the high turnover rate. The former defect is a function of poor program design; the latter a cause of poor (or nonexistent) implementation.

APPENDICES

APPENDIX A

Adapted Physical Education Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The Adapted Physical Education Program is designed to provide pupils who cannot participate in or benefit from a regular physical education program with an opportunity to participate in physical activities within their limitations. The activities of the program are either modified or remedial.

II. Description of Scope

A. Number of Schools Involved

The program was implemented in 19 of the Pittsburgh Public Schools and two of the parochial schools. Of the public schools, two were senior high, three were junior high, 11 were elementary, and three were vocational schools.

B. Grades or Ages of Participants

Participants represent grades 1 through 12, with a number of special education students.

C. Total Number of Pupils Involved

The number of participants totals 1,560 in the public schools and 80 in the parochial schools.

D. General Description of Staff

The staff consists of the Associate Director for Instruction, Physical and Health Education; the Supervisor; and eight Adapted Physical Education teachers.

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

   A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program.

   To terminate his participation in the Adapted Physical Education Program, the student should demonstrate a level of performance that will permit him to rejoin regular physical education classes.

   There are separate terminal objectives for each of the two parts of the program:

      1. As a result of the remedial program, the student should demonstrate an improved physical condition and correction or improvement of remedial defects.

      2. As a result of the modified program, the student should be able to perform physical activities within his limitations.

   B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

   As a result of the Adapted Physical Education Program, the student will demonstrate improved morale.

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to ensure the accomplishment of the major objectives

   A. The student develops an understanding of his handicap and what he can accomplish within his physical limitations.

   B. The student cooperates in program activities.

   C. The student develops personal and social efficiency through counseling.

   D. The student develops recreational skills and knowledge within his physical limitations.

E. The student improves body mechanics and corrects or improves remedial defects.

F. The student's general physical efficiency improves.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

Because the student realizes his limitations and is learning to adapt within them, he can become a useful member of society. He need not be a burden to his family or community.

IV. Criteria for Successful Completion of or Removal from the Program

A. Students with weak muscles leave the program when they show improvement to the extent that they can participate successfully and safely in regular physical education activities.

B. Students with postural deviations remain in the program until the condition has been corrected or improved sufficiently to allow them to participate successfully and safely in regular physical education activities.

C. Some students remain in the program for medical reasons.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

Students who are unable to fully participate in the regular physical education program because of a temporary or permanent disability are selected for the Adapted Physical Education Program.

Selection is mainly carried out by the regular and adapted physical education teachers, school or private physicians, and the school nurses. Guidance counselors, classroom teachers, and principals may also participate in the selection process.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

The physically disabled participants of the Adapted Physical Education Program may also exhibit emotional disability.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Associate Director of Instruction, Physical and Health Education	A Master's degree in adapted physical education	
Supervisor	A Master's degree in adapted physical education	
Adapted Physical Education Teacher	1. A Bachelor's degree in physical education 2. Special training in adapted physical education	

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

The school principal provides space for a special gym and arranges pupils' schedules.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

1. Private and school physicians

2. School nurses

3. Guidance counselors

        4. Classroom teachers

        5. Parents

    C. Media--the materials, supplies, and equipment required for program activities

        1. Weights

        2. Pulleys

        3. Stallbars

        4. Exercycles

        5. Mats

        6. Postural mirrors

    D. Facilities

    A separate gym or additional space is required for the Adapted Physical Education Program.

IV. Time Constraints

    A. The length of time spent in the program varies with the individual.

    B. Classes meet two or three times a week.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

The activities of the Adapted Physical Education Program depend to a large extent on the nature of the physical disabilities of the participants. The following is a general description of these activities:

    A. Class time is generally divided into two types of activity:

        1. Students participate in modified physical activity, including the development of recreational skills and playing of games, on an individual or a group basis.

2. Individual muscular, physical fitness, coordination, motion, and postural screening tests are supervised by the instructor.

B. Specified physical activities are performed at home by the participants.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Associate Director of Instruction, Physical and Health Education	Administration of program	Plans the program with the program supervisor
Program Supervisor	Supervision of activities and progress of teachers	a. Provides teachers with necessary materials and equipment b. Participates in workshops c. Makes frequent visits to participating schools
Adapted Physical Education Teacher	Implementation of treatment	a. Helps select participants for the program b. Specifies and administers exercises and games to participants

Staff Members	Functions	Duties
Adapted Physical Education Teacher (contd.)	Implementation of treatment	c. Keeps records on each participant, including information on the nature of the limitation and the nature and duration of treatment d. Evaluates progress of participants and determines readiness for change to regular program e. Informs parents of needs of child and exercises to be done at home under their supervision

B. Intra-staff Communication and Coordination

No information was given on intra-staff communication and coordination.

C. Communication Between Program Staff and Others

No information was given on communication between program staff and others.

APPENDIX B

Adapted Physical Education Program

Basic Data*

School______________________ Grade_____ Class Room______

Student's Name Last First	Age	Sex (1)	Race (2)	Physical Disability (3)	Date Enrolled	Date Released	No. of Classes per Week	No. of Classes Missed	Improvement of Student's Disability (4)

(1)
Male = M
Female = F

(2)
White = W
Negro = N

(3)
Scoliosis = S
Kyphosis = K
Low Physical Fitness = P
Lordosis = L
Overweight = O

(4)
Maximum Improvement = 1
Moderate Improvement = 2
Minimal Improvement = 3
No Improvement = 0

* Information should be recorded only for students who have been enrolled in the program for at least two semesters.

2. EDUCATIONAL CAMPING PROGRAM

2. EDUCATIONAL CAMPING PROGRAM

Summary

The Educational Camping Program was introduced to promote interracial intercommunity living by mixing sixth-grade students from two compensatory schools with different socioeconomic and racial backgrounds during a camping experience.

This year's evaluation of the program concentrated on examining the time constraints on the camp director and how these in turn affect the preparation of staff and students for instruction in an informal and basically unstructured setting. Evaluation was also concerned with obtaining information from the camp director and staff about the training they thought necessary, the extent to which the goals of the program were communicated, and the staff's perceptions of the strengths and weaknesses of the camping session they attended.

It was found that the camp director does not have sufficient time to implement staff training. Meetings that might be used for this purpose concentrate on establishing a schedule. The responses of both director and staff indicated that a specialist in child behavior would be very valuable in a future training program as it was in this field that most teachers felt they needed more knowledge to function effectively at camp. Goals of staff were found to be congruent with those of the camp director although there were suggestions concerning their expansion. The perceived weaknesses of the program would appear to be caused by the limitation on the director's time, while the strengths mentioned underline the importance of preplanning.

Introduction

History of the Program

The Educational Camping Program was designed to provide sixth-grade students with an opportunity for outdoor living, an effective method for teaching nature and arts and crafts, and an environment for interracial living. The expected result, according to the publication of the Division of Compensatory Education entitled "Educational Camping: An Outdoor Laboratory," is an increase of rapport between children and their teachers. The publication states "During this sojourn at camp, the child reidentifies with adults, he sees his teachers in a new light, and there are indications that he becomes more responsive to adult leadership."

In the spring of 1965, funds from the Office of Economic Opportunity helped to create the Educational Camping Program. In 1966 and 1967, additional funds from ESEA and the Frick Education Commission made the expansion of the program possible and a permanent camp director was appointed.

The first major evaluation of the Educational Camping Program was carried out during the 1966-1967 school year by the Office of Research. Evaluation activity resulted in the presentation of a formal description of the program known as the program definition.

Description of the Program

The administrative staff select schools for the program on the basis of when they last participated and with a view to achieving a socio-economic and racial balance. The final decision as to whether a school will participate is made by the school principal. Parents of students who become eligible for the program are notified of the school's participation in the camp session. They are asked to sign a permit allowing their child to attend, are informed of the camp's location, and are advised about clothes their child should take. Meetings between parents and school personnel do not usually occur although one was requested by parents last year who were concerned that recent racial unrest in the community might affect the camp setting.

Chartered buses convey the groups from their schools to Camp Kon-O-Kwee, a 450-acre site located outside Zelionople, Pennsylvania. The camp's cabins and lodge accommodate 130 persons during cold weather and up to 300 persons when heat is not needed. Four lodges and a large dining hall offer shelter for activities if it should rain. Separate quarters are provided for boys and girls in different areas of the camp. Within these areas, room assignments are made by adults to ensure that students from both schools are represented. In planning for the sessions teachers volunteer to be responsible for students at times other than mealtimes and during class. For example, one teacher might be responsible for all the campers in one or several rooms during the night.

Standards of the American Camping Association are met by Camp Kon-O-Kwee and accident insurance is carried by the YMCA, who owns the camp. There is an infirmary at camp and a nurse is on duty during the three-day camp session.

Food and camper facilities are the responsibility of a resident camp manager and a full-time kitchen staff. Campers help by setting and clearing the tables and serving food.

A basic pattern of grouping exists for mealtimes and instruction. When two schools are present the director mixes the students so that both schools are represented at each table. One table seats seven campers and an adult. Grouping varies, but generally in the six scheduled activities classes six small groups of two tables each are formed--these initial groups are maintained.

Each group attends approximately three activities on Wednesday and three on Thursday. Activities vary from one session to the next depending on the skills and interests represented by the adults present. Activities always include some form of sport, science, nature, crafts, and creative writing (see Typical Schedule of Activities, Appendix A.) Materials for activities are provided by participating schools and the camp.

All-camp events in the form of an evening of games or organized skits offer another opportunity for students to interact with those whom they do not know. Mornings at camp begin with exercises and a flag ceremony; evening flag ceremony takes place before dinner.

The adults who attend the camp include the camp director, his assistant, teachers from the participating schools, team mothers, aides, parents, school-community agents, National Teacher Corps members, and other volunteers. Whenever possible, arrangements are made for outside resource people with specialized skills to visit the camp. During the 1968 season, for example, the Forest Rangers gave demonstrations and an all-camp singing evening was conducted by a well-known local folk-singer.

In February of the 1967-1968 school year, the Associate Director of Compensatory Education, who had previously directed the camp, was transferred to another position within the school system. An experienced school community agent was appointed camp director.

The camp director's assistant during the 1967-1968 school year was a member of the National Teacher Corps. The assistant's duties included helping with scheduling, attending school meetings to clarify details and deliver materials, instructing at the camp site, and acting as a general resource.

Instruction at camp is generally carried out by members of the schools' teaching staffs. The assistant camp director and/or the director also assist with groups when needed. Other adults who attend the camp are responsible for general supervision.

A report is made by the camp director at the end of the year and is sent to the major sponsoring organization. This year's report was prepared and submitted to the Frick Commission. (A more complete description of the program appears in the program definition which is contained in Appendix B.)

Evaluation of the Program

The Problem

The 1967-1968 evaluation of the Educational Camping Program focused on testing the hypothesis that the camp director does not have sufficient time to organize the camp sessions, and that this is reflected in inadequate staff and student preparation for the program. Evaluation was also concerned with obtaining information from the camp director and staff about the training they thought necessary, the extent to which the goals of the program were communicated, and the staff's perceptions of the strengths and weaknesses of the camping session.

The Method

The evaluator used three methods to obtain the required information: (1) A series of informal discussions culminating in a formal interview with the camp director, (2) A questionnaire which was sent to all staff, and (3) Participation in one camp session and orientation meeting.

The director was asked what the present involvement of students and staff prior to the camping session was, and what his goals were for the program (see Appendix C for a copy of the interview guide). The questionnaire was designed to obtain information concerning the training staff thought they needed to function effectively in an informal setting. Staff were also asked to give examples of incidents at camp which they considered might have a long-range effect on the children and to name specific incidents in which a teacher's behavior led to desirable or undesirable student behavior. The latter question was an adaptation of the critical incident technique. Lastly, teachers were asked to indicate what they considered to be the strengths of the program. Weaknesses were investigated during on-site observations. It was hoped that responses might indicate areas for future staff training. Only 25 of the 55 questionnaires were returned, probably due to the fact that at the time teachers were engaged in end-of-the-year tasks (see Appendix D for a copy of the questionnaire). The evaluator participated in the camp session and orientation meeting to obtain a better description of the program and to elicit information to support the findings of the questionnaire and the interview of the camp director.

Findings

It was found that the camp director does not have sufficient time to implement staff training. Orientation meetings focus on establishing a schedule. The responses of both director and staff indicated the value that a specialist in child behavior would have in a future training program as it was in this field that most teachers felt they needed more knowledge to function effectively at camp. Goals of staff were found to be congruent with those of the camp director although there were suggestions concerning their expansion. The perceived weaknesses of the program would appear to be caused by the limitations on the director's time while the strengths mentioned underlined the importance of preplanning. A more detailed account of the findings follows.

Camp Director's Time Limitations. Although the groundwork for the camping season is laid in advance, many factors necessitate the director's making changes once the season has begun. Much of the time immediately preceding each session is devoted to last-minute organization.

The 1967-1968 camp director did not assume his position until one week prior to the opening of camp, and it was necessary for him to resume his school community agent responsibilities almost immediately following the close of the camping season. Throughout the interviews of the director it was apparent that this lack of time necessitated a considerable curtailment of his activities. He also indicated that there were no specific guidelines which might enable a director to function more effectively with little time. This is not a recent phenomenon since the former director also maintained major responsibility for managing another program.

Effective precamp training sessions depend upon the director's having sufficient time for planning. Asked whether some staff needed guidelines to help them in their camp duties, the director replied that they would be very valuable. However, he stressed that the development of this material would take more time than is presently available.

In evaluating the program the camp director said that he looks at such aspects of his staff as their flexibility, and their knowledge and understanding of child behavior. He noted that staff from schools which had held precamp orientation sessions for students and staff were more self-reliant and the camp sessions they attended had operated more smoothly.

The definition states that "The participants should receive an enthusiastic preparation for the camping experience and should be able to participate in planning for the trip." The camp director prepared students for the trip to the extent that he visited them at school to outline the basic concepts of the Educational Camping Program, to tell them of the proposed activities, and to suggest what should or should not be brought to camp. However, the director did not include the students in any planning sessions although at the closing ceremony he sought student reaction for use in planning the next season's camping program.

The director's lack of time is also reflected in the limited preparation of staff for the camping session. By observing precamp orientation sessions the evaluator determined that they are geared toward scheduling. Activities offered at the camp site depend, for the most part, on the skills represented by participating teachers. Since these skills are not known until this meeting the precamp session is chosen for establishing a schedule. It would appear that if representative skills could be ascertained ahead of time, precamp training might be attempted at this meeting. At present teachers frequently use a lunch hour to meet with the camp director for orientation purposes. In conclusion it can be said that this year's evaluation of the Educational Camping Program supports the hypothesis that the camp director does not have enough time to organize camp sessions and that this is reflected in inadequate preparation of staff and students for the program.

Staff Training. Sixteen of the 25 teachers who returned their questionnaires indicated that they had had former camp experience, 14 as members of a camp staff. This information shows that the teachers concerned are not new to camping and it can be assumed that the training they recommended would be valuable to all camp staff, regardless of length of service. The kinds of training they would consider helpful are presented in chart form in Figure 1 on page 2-12.

Teachers' need of help with specific activities was mentioned frequently, as was guidance in the area of child behavior. The director said that he too thought the services of a child psychologist, for example, would be a valuable asset. He explained that the camp setting is, to some extent, unstructured, and informal new behaviors emerge. Seemingly

FIGURE 1
RECOMMENDATIONS FOR STAFF TRAINING

Social Skills

Staff need to know how to instill feelings of fellowship and sportsmanship.

Training should show how to encourage (1) active participation in all activities, (2) children to help each other and to share, and (3) socialization.

Staff need to be able to help children who are shy or those who have difficulty relating to their peers.

Staff should be trained to cope with actions and reactions of children in a competitive situation.

Teacher Skills and Knowledge

Teachers need further knowledge of:
- Aspects of camp housing
- Homesickness, and what to do about it
- Channeling the effusive and curious reactions of urban children in a camp setting
- Ghetto children
- Teaching children to amuse themselves (e. g., in rainy weather)

Teachers need to know how to be flexible and relaxed while maintaining responsibility.

Training should involve staff in the planning stages of the camp session.

Discipline and Control

Training should show how to teach children self-control and to accept responsibility.

Staff need to know effective ways of coping with (1) mealtime manners and discipline, (2) bedtime restlessness, and (3) overexcitement.

Teachers need to be able to develop student freedom while making it understood that the student is responsible for his actions.

Teachers should be shown how to generate controllable enthusiasm in a group situation.

Teachers need to know how to ensure (1) proper adherence to camp rules and regulations, and (2) that principles of child behavior will be congruent with camp management and control.

Activities Skills

Teachers need guidelines of:
- How to plan activities
- Suggestions for activities instruction
- Concise explanation of wildlife
- Proper handling of boats and guns

Teachers need additional training in:
- Handicrafts, Camp songs, Folk dancing,
- Appreciation of nature
- Indoor activities and games

minor incidents may have long-range effects: this places additional responsibility on the staff.

Staff considered that the following incidents could have long-range effects on chidren: the opportunity to serve and clean up at mealtimes; the possibility of making a career in forestry or conservation; the orientation towards guns as instruments for sport rather than weapons; and the experience of volunteering for various tasks. These responses show staff to be more concerned with the possible effects of programmed tasks and activities than with the range of social experiences and the effect that might have on the campers.

The following responses were elicited by the question concerning incidents in which teacher behavior led to a desirable or undesirable behavior:

> "A teacher during a skit getting hit with water showed that teachers can participate." (Example of instance where the teacher behavior was outside the expected formal role.)
>
> "At one point--first day--the children's morale seemed rather low for some reason. One of the men teachers began leading some cheers. The morale was lifted and a better atmosphere for everyone resulted." (Example of instance representing teacher flexibility and spontaneous response to a situation.)
>
> "Table manners of teachers taught some children table manners." (Example of children's imitative behavior and influence teachers can exert indirectly.)
>
> "One of the staff sang songs before bedtime in girls' rooms which helped release energy that would otherwise have kept them awake and mischieveous hours longer." (Example of teacher's recognition of children's needs and subsequent warm response.)

These responses indicate teacher behaviors which led to a desirable reaction from students. Examples of this nature would be useful in training staff to be sensitive to children's needs.

Communication of Goals. The evaluator was interested to learn whether the camp director's concept of the goals of the program was echoed by his staff--which would indicate that communication of the program's objectives had been effective. Asked what his goals were for the program the director named the following:

1) An opportunity for children to experience an outdoor setting that they would not ordinarily be exposed to
2) An opportunity for teachers and students to relate in a different environment enabling them to look at each other in a different light
3) Utilization of an outdoor laboratory which challenges teachers to take other than a stereotype approach to subject matter
4) An opportunity for a prolonged time together with all influences being equal
5) Stimulation of an awareness of nature and its relation to man

It is interesting to note that these objectives are basically in accordance with those stated by last year's program director. Since the position of camp director is subject to annual change, and since each director brings individual ideas to the program, a change of goals could be expected. In this case, however, we see that the direction of the program has not changed. This congruence between the definition and

and the currently perceived outcomes also applies to the concepts of the teachers. Teachers' views of the program objectives can be categorized as follows:

> The opportunity to provide educational and recreational experiences
>
> The opportunity to provide a totally new experience for most of the students
>
> The opportunity to learn how to get along with others
>
> The opportunity to increase interest in and appreciation of nature

It would seem that the director had communicated the program goals to the staff. Twelve of the 25 respondents saw no discrepancy between what they perceived the objectives to be and what they thought they should be. However, the following responses show that reflections can be made on the wider implications of the camping experience. Some teachers stated that further objectives could be:

> An opportunity to be an individual
>
> A program to meet the needs of each child
>
> Additional opportunities for positive and meaningful teacher-student relationships
>
> Opportunities to provide a feeling for the "wide open spaces," communication with "unmade" things, and an experience of fun and well-being
>
> A seeing and doing learning situation
>
> A field trip to enhance and enrich the science program

Strengths and Weaknesses of the Camping Session. On-site observations pointed up a need for schedule variation. Several teachers suggested the possibility of deviating from the master schedule and working with smaller groups for longer than the normal class period. These groups would not be confined to any particular location or activity but would be highly flexible. If it were found at preplanning sessions that a sufficient number of teachers had former camp experience this method of instruction could be instituted making teachers more responsive to group interests. Complaints from students echo the teachers' suggestion for more flexibility. Students observed that too many activities of the same kind were presented on the same day. If the camp director had more time for preplanning, and students were able to participate at that stage, presumably, this kind of situation could be avoided.

The camp director considered that the program could be strengthened if it were included in the school curriculum and were considered a structured highlight of class activity rather than an afterthought. He also explained the importance of the principal to the success of the program. He can strengthen it through his interest and enthusiasm and can also initiate planning. The director said that the payment of overtime wages to teachers who attend camp would give an added incentive to attend and would overcome one of the program's present weaknesses.

Asked in the questionnaire what they considered were the strengths of the camping session they had attended, 10 teachers referred to the program, four to the site, six to the social atmosphere, spirit, behavior and the chance to assume responsibilities. Many responses were related to staff and staff-camper relationships and it was interesting to note that the majority of these responses came from schools which had carried out preplanning. It would seem that if staff and students are to be able to achieve the development of stronger pupil-teacher relationships preplanning must be implemented.

Discussion and Conclusions

The findings of this report emphasize the importance of preplanning and the way in which it is affected by the time limitations under which the camp director presently works.

This section of the report will discuss ways in which preplanning could be implemented under present conditions and will also look at areas which should be incorporated into those preplanning sessions.

The definition states that "Goals established by teachers in planning for the camp will be fulfilled." This presupposes a knowledge about the program, familiarity with camping, and ability to recognize and effectively respond to behaviors peculiar to the camp setting. In the absence of these preconditions staff training might be able to establish realistic goals for each session depending on the needs of the participating group.

Various ways of implementing precamp training are possible. Teachers could be invited to a meeting in town or preferably at the camp site where staff could become acquainted with the surroundings before arrival. However, a session held in town might have the advantage of attracting more teachers and might prove an easier venue. In this case a tour of the camp for both campers and staff would help overcome the lack of familiarity with the site.

If neither of the above mentioned alternatives is possible the staff from the two participating schools should meet before the camp session. A survey of the talents represented would permit assignments and scheduling to be established and noted for finalizing at another time. The meeting could be used for substantive staff training.

Staff meetings could also be arranged during camp. While part of the staff are involved with campers in an all-camp event, other staff members could meet with the director. Small group discussions after taps is another feasible way of providing staff guidance. Various combinations of the above suggestions might be tried and measured as to their relative contributions to an effective camping program.

Teachers and director alike have indicated a desire for training from a specialist in child behavior. An ideal trainer would be someone with a background in child psychology, child psychiatry, or social work. If not already familiar with camp settings the trainer could be briefed by the camp director before planning or discussion sessions. The advantage of such a trainer would be that he could predict general situations that might arise in an informal setting and could prepare staff to deal with the situations. If it were possible for the child specialist to be available at the camp he could help with any problems which occurred during the session.

Scheduling is another aspect of the Educational Camping Program that would benefit from preplanning. Rather than assign students to activities free time could be maintained in a nonstructured manner which would also offer campers organized activities. Events such as hiking and games could be announced and the decision as to who participates in what would be left to the campers.

Evidence of the value of preplanning can be seen in a happy and efficient staff of teachers who are flexible and relaxed; and a staff who can be responsive to (in one teacher's words) a "great bunch of kids."

APPENDICES

APPENDIX A

TYPICAL SCHEDULE OF ACTIVITIES

Day Number 1

9:00 - 9:30 - Load buses and depart
10:30 - 11:30 - Arrive at camp
11:45 - 12:00 - Orientation
12:00 - 1:00 - Lunch
1:00 - 1:30 - Free time
1:30 - 2:30 - Hike/recreation
2:45 - 3:45 - Recreation/hike
4:00 - 5:00 - Writing experience
5:30 - 6:45 - Supper
7:00 - 8:00 - Indian folklore
8:10 - 9:10 - Folksinging
9:15 - 9:30 - Snacks
10:00 - Retire

Day Number 2

7:15 - 8:15 - Reveille - wash-up
8:15 - 8:30 - Flag raising
8:30 - 9:00 - Breakfast
9:15 - 9:45 - Talk on values by camp director
10:00 - 11:30 - State Forest Rangers
11:45 - 12:30 - Free time
12:30 - 1:30 - Lunch
1:45 - 5:15 - Classes
5:15 - 5:45 - Free time
5:45 - 6:45 - Supper
7:00 - 7:45 - Skits
8:00 - 9:00 - Competitive games
9:15 - 9:30 - Snacks
10:00 Retire

Day Number 3

7:15 - 8:15 - Reveille - wash-up
8:15 - 8:30 - Flag raising
8:30 - 9:15 - Breakfast
9:30 - 10:30 - Class
10:30 - 11:30 - Clean-up - camp inspection
11:45 - 12:00 - Flag lowering
12:00 - 1:00 - Lunch
1:00 - 1:30 - Closing ceremony
1:30 - 2:30 - Load buses and depart
3:00 - 4:00 - Arrival at school

APPENDIX B

Educational Camping Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The purpose of the Educational Camping Program is to promote interracial, intercommunity living by mixing students from two schools with different socioeconomic and racial backgrounds during a camping experience.

II. Scope

A. Number of Pupils and Schools Involved

During 1967-1968 1,614 students from 21 schools participated in educational camping.

B. Grades or Ages of Participants

Participants are sixth graders.

C. General Description of Staff

During 1967-1968 the staff included two camp directors, 40 teachers, 10 community agents, and six resource specialists. Also attending were 115 parents and volunteers, and five principals.

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

  A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

  As a result of the camping experience, the student will do the following things:

    1. Participate in activities in the following areas which will reinforce the amenities of family life:

      a. Table manners

      b. Group games

      c. Taking showers properly

      d. The blessing of food

    2. Be exposed to a new environment which provides a perspective not normally a part of the educational program

    3. Develop an enjoyment of outdoor living

    4. Demonstrate an increased knowledge of nature and conservation

    5. Show an understanding of various aspects of community living

    6. Demonstrate a knowledge of recreational activities

  In addition to these objectives, the goals established by teachers in planning for the camp will be fulfilled.

  B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

It is hoped that as a result of the Educational Camping Program the participants will ultimately do the following things:

1. Demonstrate increased self-development and new knowledge
2. Show a tolerance for others and a feeling for human relations
3. Practice good citizenship
4. Demonstrate the ability to live with others

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to ensure the accomplishment of the major objectives

The participants should receive an enthusiastic preparation for the camping experience and should be able to participate in the planning for the trip.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

The following benefits of this type are expected from the Educational Camping Program:

A. As a result of the leveling influence of the informal surroundings, principals, teachers, and other participating staff will become better acquainted.

B. The general community will develop an improved attitude toward the school and the staff.

IV. Criteria for Successful Completion of or Removal from the Program

There are no criteria for successful completion of the Educational Camping Program. All students in the sixth grade participate subject to the approval of their principals and parents. The program is completed after students have attended the camp from Wednesday noon to Friday afternoon.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

Schools are selected by the administrative program staff with a view to achieving a balance in socioeconomic and racial factors. The final decision as to whether a school will participate is left to the individual principal; no attempt is made to pressure principals into affirmative decisions. The students who become eligible for the program through this procedure must have the permission of their parents to participate.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

The program is intended to involve a cross section of all students in the Pittsburgh Public Schools. It is assumed that the students have had little or no exposure to nature or camping life.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Camp Counselor	A teaching certificate	1. An interest in camping 2. The ability to get along with others
Program Specialists, Resource Staff	Special skills in a particular area related to educational camping	1. An interest in camping 2. The ability to get along with others
Camp Director	A Master's degree in social work with an emphasis on recreation	1. Camping experience 2. Administrative experience
Nurse	Registered Nurse (R.N.)	

Staff Member	Professional Qualifications	Personal Qualifications
Kitchen Staff		
Maintenance and Ground Staff		
Community Agents	Professional qualifications of community agents	

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

The support of the principal is vital to the functioning of the Educational Camping Program. The principal decides whether his school will participate in the program. Since there is no permanent staff for the program at the camp, he must contact teachers, community agents, and community people who might serve as counselors. The principal also contacts the parents to get permission for their children to attend the camp.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

There are numerous persons whose support is necessary to the Educational Camping Program:

1. Parental approval and cooperation are required for the students to participate.

2. The aid of the community is enlisted in supplying the necessary equipment for those children who cannot otherwise obtain it.

3. Substitutes are needed to teach those children who cannot attend the camp.

4. Team mothers and aides help with the camp.

5. Clerical people work as counselors and give talks.

6. Parents and community leaders occasionally attend the camp and help with duties.

C. Media--the materials, supplies, and equipment required for program activities

1. Slides and film strips

2. A notebook and black crayon for sketching

3. The following items are to be provided by each child. If he is unable to obtain them, the school community agent attempts to procure them through various community agencies.

    a. Blankets
    b. Soap
    c. Washcloth and towel
    d. Toothbrush
    e. Brush and comb
    f. Shower cap
    g. Handkerchief
    h. Complete change of clothes
    i. Heavy winter coat
    j. Sweater
    k. Socks
    l. Hat or cap
    m. Gloves or mittens
    n. Rainwear--boots and coat

D. Facilities

A campsite with a fully equipped camp is a prerequisite for the Educational Camping Program.

IV. Time Constraints

Each camping period runs from Wednesday at noon until 2:00 p.m. on Friday.

The camp is available from mid-September to mid-November and again from mid-March to mid-June.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

The activities of the Educational Camping Program are the following:

A. Forty-five minute classes in the following areas:

1. Creative dramatics

2. Nature work

3. Crafts

4. Archery

5. Sketching nature

6. Boating

There were several periods of classes and the children were rotated so that each child participated in each activity.

B. Recreation--1 1/2 hours each day

C. Group games--55 minutes

D. Preparation of skits--1 1/2 hours once

E. Flag raising and exercises--1/4 hour each day

F. Preparation for meals--15 minutes before each meal (Children act as waiters and waitresses.)

G. Common meals--3 hours each day

H. Snack period--1/4 hour a day

I. Campfire--1 1/4 hours each night (Lectures and skits are presented.)

J. Rest periods--45 minutes

K. Clean up for inspection

L. Letter writing--once during camping experience for 1/2 hour

M. Chapel program last day before departure

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Camp Director	1. Coordination of entire program through planning with school staff, pupils, and community	a. Calls meetings of staff prior to the program b. Works with administrative personnel in the Board and local schools on matters related to camping
	2. Management of program in operation and acquisition of further staff and supplies	Oversees progress reports
	3. Evaluation of camping after the group's experiences	Questions participants at closing ceremony
	4. Modification of camping program on the basis of new information and feedback	Keeps up on current camping information
Camp Counselor	Supervision of a particular group of campers	a. Instructs in areas in which he possesses skills or interests

Staff Members	Functions	Duties
Camp Counselor (contd.)		b. Is with children during the camping experience c. May sleep in cabins with children
Program Specialist, Resource Staff	Instruction of special activities or skills	
Nurse	Provision of health supervision	On constant 24-hour duty
Ground Maintenance Staff	Maintainance of camp	Is available to the camping program in the case of difficulties with equipment or facilities
Community Agent	1. Coordination of program within the local community	Contacts people to provide transportation and supplies for children who need them
	2. Attendance of camp session	Acts as counselor

B. Intra-staff Communication and Coordination

1. Central staff communications from the director
2. Informal staff meetings with the director to prepare staff members for the camp
3. In-service training meetings at Camp Kon-O-Kwee

C. Communication Between Program Staff and Others

The following communications with the community and schools are vital to the success of the program:

1. Program staff makes an initial contact with the schools to invite participation.
2. Letters are sent to parents which ask permission for their children to attend, explain the program, invite their attendance, and ask for health information on each child who plans to attend.
3. Fact sheets detailing aspects of the camping program are distributed to parents.
4. Students report to the school staff and student body on their camp experiences.
5. Community agents speak to principals and people in the community about educational camping.
6. Communication is established with the Commissions of Forestry and Fish and Game.

APPENDIX C

CAMP DIRECTOR INTERVIEW GUIDE
EDUCATIONAL CAMPING PROGRAM

1. What information do parents receive about the camping sessions, in what form, and from whom?

2. What kinds of questions do parents ask about the camping session?

3. Is there an opportunity for students to help plan any part of the program, and if so, when?

4. What criteria are used for selecting schools to participate in the Educational Camping Program?

5. Do you follow an outline for the precamp orientation session?

6. What do you consider essential to include in these sessions?

7. Who helped orient you for this job?

8. To whom are you responsible?

9. What is the role of the person assisting the director?

10. Who trains this assistant?

11. How long is the assistant assigned to this work?

12. What are your goals for the camping program?

13. When do you evaluate the program, and what do you look for when evaluating?

14. What kinds of support do you think this program needs?

APPENDIX D

STAFF QUESTIONNAIRE
EDUCATIONAL CAMPING PROGRAM

Name______________________________ School___________________________

1. a. Was this the first time you had attended a camp session?
   ____Yes ____No

   b. IF "YES," PROCEED TO QUESTION 3

   c. If "No," did you previously attend a camp:
   ___As a child ___As an adult ___As a child and also as an adult

   d. What kind of camp did you attend?
   ____Day camp ___Residential camp

2. Have you served as a member of a camp staff before? ___Yes___No

3. What do you understand to be the established objectives of the Educational Camping Program?
   ____
   ____
   ____
   ____

4. What do you think the objectives of the Educational Camping Program should be?
   ____
   ____
   ____
   ____

5. Can you remember any instances at camp where prior training might have helped you act more effectively?
PLEASE NAME THE INSTANCE AND THE TRAINING THAT MIGHT HAVE HELPED YOU.

Instance	Training

6. If a training program were held prior to a teacher's first visit to Camp Kon-O-Kwee, which of those aspects related to child behavior do you think should be covered?

7. If possible, please give specific examples of incidents at camp involving either a group of children or one child which you think could have long-range effects.

8. Were there any specific incidents at camp in which a teacher's behavior led to either desirable or undesirable student behavior?

9. What do you consider were the strengths of the camping session you attended?

3. INSTRUCTIONAL LEADERSHIP PROGRAM

3. INSTRUCTIONAL LEADERSHIP PROGRAM

Summary

The Instructional Leadership Program has been operative in Pittsburgh since April of 1966 when it was instituted in four qualifying schools. The program was expanded to five schools in the 1966-1967 school year.

The current evaluation has shown that a general statement about the productivity or goals of the program cannot be made. This is due primarily to the tremendous variety of forms which the Instructional Leadership Program takes at each of the different schools in which it exists. Certain general remarks can, however, be made.

It was shown that the Instructional Leadership Program quickly becomes integrated into the social and administrative structure of the schools and always contributes heavily to the continuance of these schools as effective educational institutions. It is most often the case, however, that many resources of the programs are used in ways that do not contribute to program goals.

Many schools exhibit organizational problems due primarily to the use of shifts. This makes it almost impossible for teachers to meet in instructional groups which are really the core of the Instructional Leadership Program.

It was found that the instructional leader was a weak link in the staff because the role is ambiguous--one that often did not mesh with either the skill or the understanding of the person who assumed it.

Introduction

History of the Program

The Instructional Leadership Program was started in April of 1966 at four Pittsburgh Public Schools: Knoxville, Langley, Oliver, and Westinghouse. During the 1967-1968 school year, the program was introduced in Columbus Middle School. The first evaluation was designed to derive a definition of the program. Thus, this report is the first attempt to evaluate the program as it operates in the schools.

The program was originally conceived as a way of dealing with the pitfalls and professional difficulties of teaching in predominantly underprivileged and ghetto schools. The aim was to reduce some of the nonprofessional duties of teachers so that they would be able to use their time more productively in planning educational innovations and regular instructional programs of benefit to underprivileged students. Another goal was to create work groups of teachers with similar instructional problems, allowing them to meet together with a leader so that some of these problems could be solved.

Description of the Program

There are three major staff components in the Instructional Leadership Program: (1) the coordinators, (2) the instructional leaders and teachers, and (3) the paraprofessionals.

There are presently six coordinators in the program. One of these is a senior coordinator whose main function is administrative. He coordinates activities between all five participating schools, serves as a communication link with the administration, and facilitates the distribution of materials. He must be able to deal fairly and diplomatically with all persons in the program.

Five school coordinators provide leadership and facilitate communication within the five participating schools. These are men and women with proven leadership who are given a reduced teaching load (two periods a day) so that they can coordinate teacher meetings and help teachers with instructional problems. These coordinators meet with the senior coordinator once a month to discuss general instructional problems found within their schools and to share ideas about possible future and presently operational programs. These meetings are often attended by the Assistant Superintendent for Curricuium and Instruction, The Director of Instructional Services, as well as resource personnel. Each school coordinator works closely with the instructional leaders in his school.

Within each of the five participating schools, instructional groups have been formed of teachers instructing the same subjects. There are some groups in the program which are not so homogeneous, being composed of teachers in small departments such as music, art, and physical education. The instructional groups are designed to be the heart of the Instructional Leadership Program. It is here that the instructional problems are discovered, that new programs are planned, that disciplinary problems are sometimes resolved, and that the real work of the program takes place.

The instructional group meets at the request of the instructional leader. This person has been appointed spokesman and leader of the group and has the following duties:

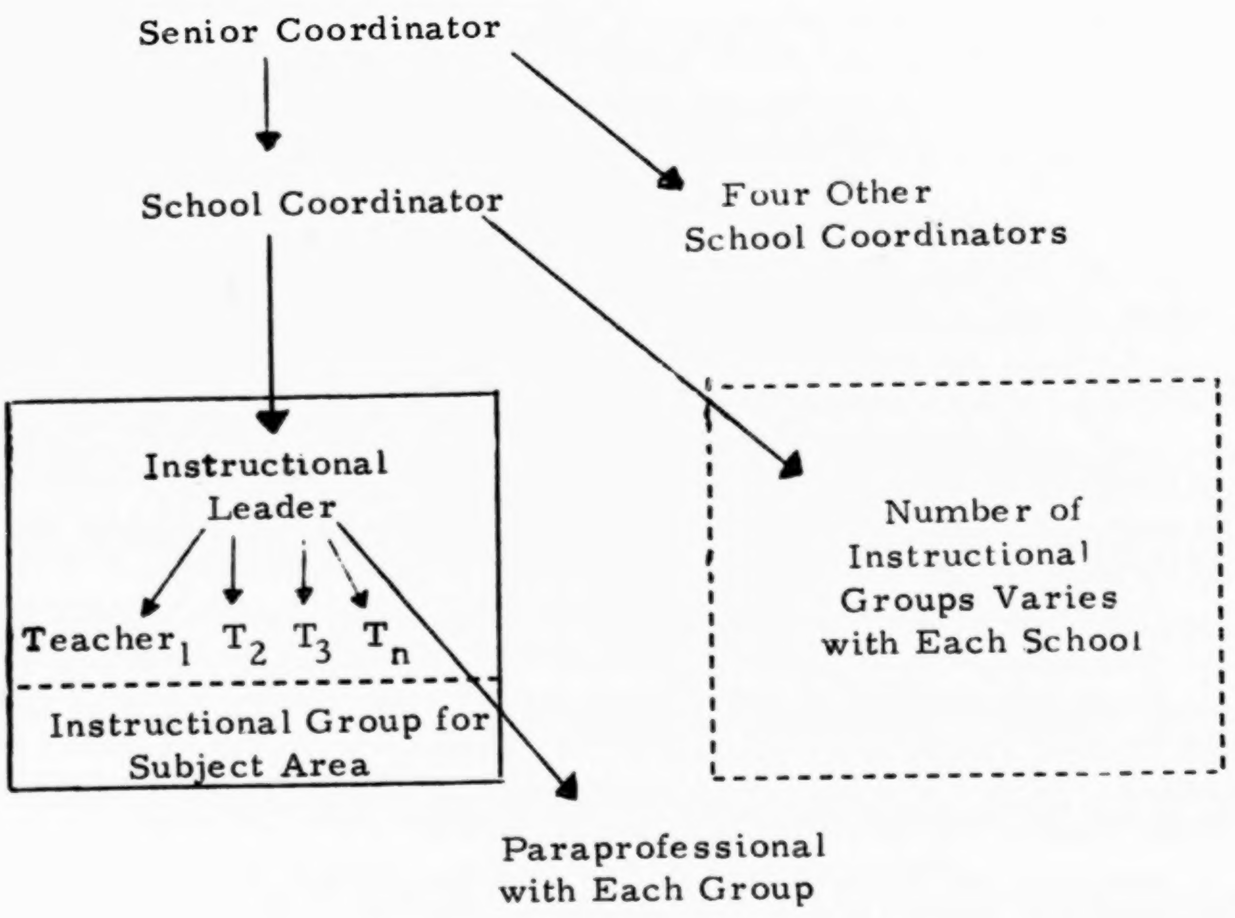
1. To communicate with each teacher in the group
2. To visit teachers in classrooms, at their request, to find out what their special needs are
3. To invite teachers to his own classroom to observe the handling of different problems
4. To schedule meetings of the group
5. To report back to the school coordinator on the activities and ideas for instruction that the group has formulated
6. To help in the distribution of materials that the teachers need
7. To assign paraprofessionals to teachers in the group or to the group as a whole

The paraprofessionals in the program are drawn from the neighborhoods which the individual schools serve. Generally paraprofessionals work within assigned instructional groups. The work the paraprofessional undertakes frees teachers to meet to plan curriculum innovations and to coordinate departmental activities, exams, or special programs. The paraprofessional performs such tasks as reproducing materials, typing exams, preparing visual aids materials, keeping records, or collecting milk money--in other words, the myriad of necessary but time consuming activities which had previously taken up so much of the teachers' valuable time.

The preceding are the major components of the Instructional Leadership Program. These are represented as an organizational plan in Figure I. Additional descriptive information on the program can be found in the program definition appearing in Appendix A.

FIGURE I

Organizational Plan for
Instructional Leadership Program


Senior Coordinator
School Coordinator
Four Other School Coordinators
Instructional Leader
Teacher$_1$ T$_2$ T$_3$ T$_n$
Instructional Group for Subject Area
Number of Instructional Groups Varies with Each School
Paraprofessional with Each Group

Evaluation of the Program

Method

The description of the components of the Instructional Leadership Program and the organizational chart presented in Figure I are what social scientists call an "ideal-type." The strategy of the program is teamwork. For this reason the extent to which the program operates as the ideal-type and the measure of the cooperation between the staff components can be used as a yardstick for the program's evaluation. Accordingly, the following specific questions were asked:

1. What are the roles of coordinators, instructional leaders, and teachers in each school?
2. What are the roles of paraprofessionals in each school?
3. What activities are associated with these roles?
4. What are the goals of the program in each school?

Since the Instructional Leadership Program operates in different ways at each of the five schools, and since the program's main goal is to establish "better instruction through professional cooperation" and it is impossible to ascertain what is "better instruction" through any known measuring device, the school visits, questionnaires, and interviews seemed the most plausible means of evaluating the program. Therefore, the evaluator visited each school in which the program was operational. In addition, 75 program participants were invited to meet at the Office of Research to fill out a questionnaire and participate in group interviews. Forty-seven participants representing coordinators, instructional leaders, and teachers attended. The participants were broken into four approximately equal groups (randomly assigned), and each group met for approximately three and one-half hours at different times. The first hour of each session was devoted to filling out a questionnaire (see Appendix B for a copy of the instrument). The remaining time was used for group interviews, with the evaluator leading the discussion. The results of the visits, questionnaires, and group interviews produced a large qualitative, rather than quantitative, data base from which to evaluate this complex program.

Findings--School Visits

Some of the characteristics of poverty schools are by now well recognized. Although not all poverty schools exhibit all of the following characteristics, they usually exhibit one or more of them:

1. Badly overcrowded conditions
2. Racial tensions within the school structure (and often in the surrounding community)
3. Students with low motivation, retarded achievement, and a high drop-out rate
4. Great discipline problems
5. Deteriorating physical facilities
6. Overworked faculty
7. Different shifts, for both faculty and students
8. Low morale in both faculty and students

This is the context within which the Instructional Leadership Program operates. Paradoxically, the conditions in the schools, the conditions which the program was designed to ameliorate, are posing seemingly insurmountable barriers to its implementation.

The first and most evident finding from school visits is that each school displays tremendous variety in the way it implements the program. No two schools were alike. The most pervasive and one of the most damaging reasons for this variance is the lack of coordination in the scheduling of teachers within each school. Overcrowded facilities often give administrators no alternative but to create two, sometimes three, shifts so that classes are limited to moderate size. These different shifts prevent teachers from meeting at specified times, which is one of the goals of the program. The following comment made by a teacher is a typical one:

> We would like to meet more often, but because we work on different shifts, this is practically an impossibility.

Different shifts can be isolated as one of the factors affecting the program most negatively because, where the problem does not exist, the program seems most operative and successful. One of the schools in which the program operates is a new school in its first year of operation. There the requirements of the Instructional Leadership Program were considered in establishing the scheduling. As a result, all teachers instructing the same subject have the same free period which enables them to have viable instructional groups and provides for the efficient assigning of paraprofessionals. At this school teachers attributed innovations in the math, English, and vocational education departments to the Instructional Leadership Program.

The experience of this school is emphasized because it most closely fulfills the "ideal-type" outlined in the introductory statement. There the program is not only fully operational, but it produces constructive results which benefit both students and teachers. Close cooperation exists between the administrators of the school, the instructional groups, and the paraprofessionals, and each group is able to perform its role efficiently. Although the other schools in the program do attempt to achieve this level of success, they simply cannot because of the scheduling problem and a second barrier to be described.

During school visits, principals of each school were interviewed since the Instructional Leadership Program cannot operate at full capacity without their support. When asked to identify the biggest problems in their schools, the most frequent answer was "What I need in my school is more staff (more manpower)." Because of the conditions in the poverty schools, principals must have staff to monitor halls, lunchrooms, assemblies, and study halls; to prevent student vandalism and fights; and to guard the school from persons who wish to come in to cause trouble or to attempt thefts. All principals considered the Instructional Leadership Program one of the most important parts of their schools, although for a reason different than the intended goals of the program. For the high school principal, the Instructional Leadership Program represented a net gain of personnel. Prior to the advent of the program, teachers had carried out these nonprofessional activities. Now these duties have, to a great extent, been taken over by the paraprofessionals of the Instructional Leadership Program.

In visits to schools, paraprofessionals were seen performing the following duties:

1. Guarding school exits for an entire morning
2. Substituting for absent teachers when regular substitutes were not available
3. Monitoring lunchrooms and recreational activities
4. Doing necessary clerical work for the administration

It should be emphasized that the teachers in these schools do not find this dismaying in the least, and principals are grateful that paraprofessionals can be used in this capacity instead of teachers. Nevertheless, all these activities take place while the paraprofessional is supposed to work for instructional groups. Thus paraprofessionals are facilitating the custodial rather than the instructional function of the schools.

There are, of course, exceptions to the generalization made above. Paraprofessionals are used in several capacities that fall well within the definition of their roles in the program. They use the time not tapped for custodial functions as constructively as possible in helping the teachers by typing tests, duplicating materials, standing in for teachers who have more important duties at the moment, carrying messages, and similar activities. Most of these duties, however, are not part of planned coordination of effort.

Since instructional groups are not really viable in most of these schools, the paraprofessional usually assists those teachers displaying the most initiative. These are often the instructional leaders and coordinators who know the functions of paraprofessionals and make use of them. Sometimes a paraprofessional performs a task for a group. Usually, however, a small coterie benefits from their services and the rest of the faculty does most of their own work, as has traditionally been the case.

The reason for this will become clear when the teacher interviews are examined. The biggest variable here is lack of communication--there are teachers in the Instructional Leadership Program who do not have the faintest notion of what the program is about.

Findings--Questionnaires and Group Interviews

In most of the schools, the concept of instructional groups is non-existent. Although there are coordinators and instructional leaders, they exist in a vacuum without extant instructional groups. Their activities, while highly productive and useful, are addressed to every-day problems. There is virtually no long-range planning of curriculum or anything else. Since no instructional groups meet, the real goals of the program remain unfulfilled. Some teachers never meet an instructional leader, are unaware of the purposes of the program, and do not profit from the help of a paraprofessional. Although cases of this complete break in communication are rare, they were mentioned in questionnaire responses. A much more common case was that of teachers who wanted to meet more often, but were simply unable to do so.

Questionnaire responses indicate that "leadership" cannot be programmed. Some schools had good and innovative instructional leaders; others did not. One thing is certain: the most undefined and elusive component of the Instructional Leadership Program is the instructional leader. The following reasons were given for this:

1. Although the instructional leader is given a higher salary than the rest of his colleagues, he must teach the same number of classes. This gives him very little time to devote to his colleagues' problems and less time to solve them.

2. The criteria for selecting instructional leaders are unclear. Therefore, when a leader is selected on some basis other than years of experience, it is often difficult for him to gain the cooperation of teachers with more seniority.

3. Instructional leaders have no defined powers. Unless their personalities are compelling, they often find it difficult to get their colleagues to attend meetings. When teachers have different shifts, it is almost impossible.

4. Many instructional leaders are unsure of their duties and are uncomfortable visiting their colleagues in the classroom to find out what their problems are. The fact that some groups meet infrequently and the leader might not know all the members of the group contributes to this uncertainty.

Almost unanimously the teachers were satisfied with the work of the paraprofessionals. There were only isolated instances of criticism.

The salary for paraprofessionals is $260 a month. Considering the small amount of remuneration, the turnover rate has been quite small. Nevertheless, many teachers commented that good, experienced paraprofessionals are lost because they receive no increase in salary after a year's service. This is, of course, a detriment to the program since a good paraprofessional often becomes invaluable to the smooth running of a department or instructional group.

Most teachers felt that paraprofessionals should not grade exams, make out report cards, discipline students, or substitute in classrooms except in emergencies. At the same time, many of them believed that paraprofessionals had more potential than had been tapped.

The Instructional Leadership Program was successful in initiating new programs of some kind in each of the five schools. In some it allowed for special tutoring of slow students. In others it provided special assembly programs. In the really successful new school it made possible curriculum innovations in the math, English, and vocational education departments. To some extent, then, the program did fulfill its purpose of enabling teachers to improve the quality of instruction, although it accomplished this in varying degrees in different schools.

Discussion and Conclusions

The evaluation has compared the program as it operates in the schools to the ideal program and has found the operating program deficient in several respects. Because of the necessity of using shifts, instructional groups cannot meet as often as is necessary and are not really viable. This problem might be solved by scheduling teachers so that they have at least one period a week free for meetings of their instructional group.

A second problem in implementing the program arose from the shortage of personnel in the schools and resulted in the paraprofessionals being diverted from their defined duties to take over custodial responsibilities. Providing more staff to principals in these schools should remove the necessity for using paraprofessionals in this way.

Other problems in the implementation of the program might be removed if the role of the instructional leader was defined and made clear to all members of instructional groups. The instructional leader should be selected on a systematic basis and given training in optimizing leadership skills. Finally, greater care might be taken to inform all participants of the goals and processes of the program.

Until program resources can be made to serve program ends, the program has no chance of succeeding although its resources may be useful in individual schools. Thus, the program's potential has as yet not been fully explored.

APPENDICES

APPENDIX A

Instructional Leadership Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The Instructional Leadership Program was designed to increase communication among teachers with the goal of improving instructional quality in selected high schools through a redistribution of the administrative and instructional load within these schools.

II. Scope

A. Number of Pupils and Schools Involved

The program in 1967-1968 operated in three junior-senior high schools, one junior high school, and one middle school, with a combined enrollment of approximately 7, 800 students.

B. The Grades or Ages of Participants

Students served by the program were enrolled in grades 7 through 12.

C. General Description of Staff

The staff for the Instructional Leadership Program included an estimated 65 teachers, 35 instructional leaders, 5 program coordinators, and 39 paraprofessional employees in participating schools. The overall program was administered by a senior coordinator, whose office is in the Administration Building.

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

   A. Terminal Objectives--outcomes as a result of the program which demonstrate the success of the program

   The major effort of the Instructional Leadership Program is directed toward strengthening the following aspects of the school's organization.

      1. The coordination of instructional activities within and between the various departments

      2. The distribution and utilization of instructional materials and equipment between the various departments

      3. Student scheduling

      4. Effective use of teachers' talents and specialized knowledge

   B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

      1. Students will have increased opportunities for individualized instruction and pupil-teacher conferences.

      2. Student morale will be improved through association with the paraprofessional as a confidante and example for emulation.

II. Enabling Objectives--the things that must occur during the program to ensure the accomplishment of the major objectives

A. Communication among teachers and between teachers and the administrative staff improves.

B. There is systematic orientation and assistance for new and substitute teachers.

C. The teacher is freed from many routine clerical tasks.

D. Trained paraprofessionals are assigned to carry out specific tasks.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

A. School-community relations are improved through the paraprofessionals' continuing interpretation of the school to the community and the community to the school.

B. Teacher morale improves as a result of better communication and increased opportunities to devote more of their time to professional tasks.

C. Paraprofessionals upgrade themselves through skills acquired in the program.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

All students in a participating school are automatically served by the Instructional Leadership Program. Each of the five schools involved in the program is located in a community officially designated as underprivileged.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

Since the goals of this program relate to strengthening certain aspects of the school's organization this category is not applicable.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Senior Coordinator	Teaching certificate	
School Coordinator	1. Teaching certificate 2. Seniority 3. Master's degree 4. Record of superior teaching	1. Administrative ability 2. Demonstrated leadership qualities 3. The ability to work under pressure 4. Willingness to listen 5. The ability to command the respect of other teachers
Instructional Leader	1. Teaching certificate 2. Seniority, including at least several years service in school where appointed as instructional leader 3. Record of superior teaching	1. An understanding of the school's needs and problems 2. An interest in instruction 3. The ability to get cooperation 4. Receptiveness to new ideas
Teacher	Teaching Certificate	

Staff Member	Professional Qualifications	Personal Qualifications
Paraprofessional	1. High school diploma 2. Clerical competence 3. Residence in neighborhood served	1. Industry 2. Initiative 3. Cooperativeness 4. Loyalty to the school 5. Willingness to work with students 6. Maturity 7. Ability to follow directions 8. Liking for and understanding of children 9. Determination to get ahead

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

1. The support of principals in individual schools is crucial to the success of the program. The principal schedules classes, provides facilities, and arranges for released time of the school coordinator.

2. The Assistant Superintendent for Curriculum and Instruction approves the budget and provides overall central office support for the program.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

No human resources were identified for the Instructional Leadership Program.

C. Media--the materials, supplies, and equipment required for program activities

  1. Office equipment and supplies such as typewriters, duplicators, stationery, Ditto masters, and mimeograph stencils

  2. Audio-visual aids such as overhead and motion picture projectors, transparencies, screens, and tape recorders

  3. Supplementary reading materials

  4. Computer (data processing) services

D. Facilities

  1. Office space and furniture for paraprofessionals and school coordinators

  2. Storage cabinets

  3. Meeting rooms for instructional groups

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

Since the terminal objectives of the Instructional Leadership Program are not student objectives and since the students do not directly participate in the program, this section is not applicable.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Senior Coordinator	Administration of overall program	a. Arranges and participates in meetings for instructional leadership staff b. Establishes and maintains program-wide communication c. Interprets program to staff, school, and community d. Works with the Office of Research in continuing evaluation of program e. Elicits cooperation of program staff and other personnel f. Controls budget under supervision of Assistant Superintendent for Curriculum and Instruction g. Works closely with principals to assure administrative support for program and provide continuous link between schools and central office h. Confers regularly with Assistant Superintendent for Curriculum and Instruction regarding current operation and future planning i. Redefines objectives and descriptions as program evolves j. Observes classes in order to pass along effective techniques and practices relating to program improvement

Staff Members	Functions	Duties
School Coordinator	1. Coordination of program within individual schools	a. Confers with and advises instructional leaders and keeps them informed of program developments and requirements b. Interprets and adjusts the program to the needs of individual school c. Arranges clerical and other duties for paraprofessionals d. Observes classes when invited by teachers e. Confers with principal on administrative matters concerning program
	2. Instruction of students	Teaches some classes (usually two)
Instructional Leader	1. Coordination of activities and resources of instructional group	a. Meets regularly and as necessary with teachers of instructional group b. Communicates decisions to and formulates plans with members of instructional group c. Procures, distributes, and determines use of materials d. Schedules paraprofessionals to individual teachers e. Orients new teachers and substitutes f. Acts as advisor and confidant to teachers in instructional group
	2. Instruction of students	Teaches full schedule of classes

Staff Members	Functions	Duties
Teacher	Instruction of students in context of Instructional Leadership Program	a. Attends and participates in meetings called by instructional leaders b. Cooperates in coordinated teaching activities as planned by instructional groups c. Directs and supervises paraprofessionals when assigned to them
Paraprofessional	Provision of non-instructional services	a. Carries out such clerical assignments as typing, duplicating, filing, book distribution and collection, and appropriate record keeping b. Assists in keeping order in the halls, auditorium, cafeteria, library, lavatories, and athletic field c. Acts as adult messenger when necessary d. Sets up and operates audio-visual equipment e. Distributes supplies f. Prepares and maintains bulletin board displays g. Helps organize and monitor field trips h. Proctors examinations and grades objective tests i. Provides temporary adult supervision in classrooms in emergencies j. Assists with special school programs, productions, and events

Staff Members	Functions	Duties
Paraprofessional (contd.)	2. Communication with students	a. Gives unofficial and informal nonprofessional guidance to students when called upon b. Interacts with students and teachers in problem situations, when appropriate c. Acts as advisor to student organizations and athletic teams
	3. Liaison between school and community	a. Checks on attendance by calling homes of absentees b. Helps P. T. A. c. Informs parents of tutoring and other available services Attends and participates in meetings as requested

B. Intra-staff Communication and Coordination

Program staff at all levels of responsibility are kept informed of developments and given the opportunity to discuss problems through such activities as the following:

1. Daily informal contacts among staff members
2. In-service training meetings
3. Monthly meetings of senior coordinator and school coordinators. These meetings are often attended by the Assistant Superintendent for Curriculum and Instruction, and Director of Instructional Services, as well as resource personnel.
4. Meetings of school coordinators with instructional leaders
5. School visitation by senior coordinator
6. Nonsupervisory classroom visitation on request of teacher by school coordinator and senior coordinator

7. Periodic meetings of individual instructional groups

8. Meetings of entire program staff within a school

9. Program definition meetings sponsored by Office of Research

10. Written communications, such as job descriptions, routine announcements, and memoranda prepared and promulgated by the senior coordinator

11. Meetings of paraprofessionals with senior coordinator, school coordinators, and instructional leaders

12. Routine intra-school communications concerning the operation of the program

C. Communication Between Program Staff and Others

1. Weekly meetings between senior coordinator and Assistant Superintendent for Curriculum and Instruction to formulate policy, make plans, and discuss problems

2. Meetings between senior coordinator and program evaluator as required to discuss continuing evaluation

3. Meetings between principals and school coordinators and between principals and the senior coordinator to ensure administrative support and allow for most efficient operation of the program within a school

4. PTA programs and other school-community meetings at which program staff can explain objectives of the Instructional Leadership Program and elicit the community's support

5. Informal contacts between paraprofessionals and individual citizens in the community to maintain community interest and support for the program

APPENDIX B

QUESTIONNAIRE
INSTRUCTIONAL LEADERSHIP PROGRAM

PLEASE RESPOND TO THE FOLLOWING QUESTIONS AS CANDIDLY AND AS FULLY AS YOU CAN. YOUR ANSWER WILL BE COMPLETELY ANONYMOUS.

1. What are your duties and activities in the Instructional Leadership Program?

2. Regardless of your present position in the Instructional Leadership Program, what do you think are the roles and duties of the school coordinators?

3. Regardless of your present position in the Instructional Leadership Program, what do you think are the roles and duties of the instructional leaders?

4. Regardless of your present position in the Instructional Leadership Program, what do you think are the roles and duties of the teachers?

5. Please outline the goals of the Instructional Leadership Program as you understand them.

6. Please estimate the amount of time spent with your instructional group in meetings, informal gatherings, etc.

Meetings____________________hours

Informal Meetings___________hours

Other_______________________hours

7. Please describe some of the topics you discuss when you meet. For example, aspects of instruction needing improvement, assigning paraprofessionals, etc.

8. In what ways has instruction in your school been aided by the Instructional Leadership Program?
PLEASE TRY TO ANSWER ALL THESE QUESTIONS AS SPECIFICALLY AS POSSIBLE.

1. How has it helped reduce teachers' work?

2. How has it helped students?

3. How has it helped community relations?

4. Has the program helped in any other way?

9. Do you know any new teachers in your school who have been helped by the Instructional Leadership Program? Please explain in what way they have been helped.

10. Are there any specific problem areas in the Instructional Leadership Program? For example, sources of tension, administrative problems, etc.
PLEASE BE SPECIFIC.

11. In general, how have the paraprofessionals responded to the needs of the program? Have they been skilled enough to handle their assignments? Have they been cooperative?

12. Name some duties which paraprofessionals have performed at your school.

Please describe these duties in detail when necessary (for example, if they acted as substitutes, was this until a substitute arrived, or for the whole day?)

13. Which activities do you think paraprofessionals should not participate in?

14. Which aspect(s) of the Instructional Leadership Program do you feel has been the most successful? What, in your opinion, are the reasons for this success?

15. Which aspect(s) of the Instructional Leadership Program has been the least successful? What, in your opinion, are the reasons for this lack of success?

16. If you compare this school year to previous years when the Instructional Leadership Program was not in operation, would you say your school is:

Greatly changed____________
Much the same____________
Worse____________

4. INSTRUMENTAL MUSIC PROGRAM

4. INSTRUMENTAL MUSIC PROGRAM

Summary

The Instrumental Music Program has been operating in the Pittsburgh Public Schools since 1965. The program strives to give elementary students with a musical aptitude the chance to learn to play an instrument and to enjoy a musical experience.

The 1968 evaluation of the program was concerned with determining (1) the extent to which elementary students participated in the program, (2) the distribution of participating students by grade level, and (3) the program objectives as viewed by the instrumental music teachers.

A lack of participation data from previous years and the limited time available for conducting this evaluation make it difficult to determine the extent to which this program is effective. However, it can be said that students in compensatory schools are provided with an experience they would not otherwise have.

Introduction

History

The Instrumental Music Program strives to provide an emotional outlet, sensory experience, and practical contact with a musical instrument for children in the elementary grades. Students are selected for their musical aptitude and are expected to learn to play musical instruments in addition to developing an awareness of their musical talent and the role music can play in their later lives.

The program, now completing its third year of operation, serves 1,892 students and is financed through funds obtained under Title I of the Elementary and Secondary Education Act (ESEA) of 1965.

The Board-sponsored instrumental music classes began in the early 1930's. In 1954 lack of funds necessitated the payment of 50¢ per lesson by students who wished to continue to participate. This fee constituted the salary of the instrumental music teachers who did not receive any remuneration from the Board of Education. Consequently there was little control over the type and quality of instruction. The Board of Education purchased a small number of instruments which were loaned to students under the same basic arrangement as that currently in use. Even though lessons were relatively inexpensive, the fact that they were not free prevented many students in disadvantaged areas from participating. Passage of ESEA permitted the Board of

Education to make instrumental music lessons available again to all students regardless of their financial status. The following table shows the growth of the ESEA Instrumental Music Program since its introduction in the 1965-1966 school year.

TABLE 1

Growth of ESEA Instrumental Music Program
Since 1965-1966

	Number of ESEA Schools		Number of Mainstream Schools	Number of Teachers	
	Public	Parochial		ESEA Schools	Mainstream Schools
1965-1966	25	0	15	5	3
1966-1967	60	10	31*	14	5
1967-1968	60	10	31	15	5

*The 31 schools participating through the regular Board of Education program are funded and maintained separately from those in the ESEA program. During the first year of the ESEA program, the 15 mainstream schools continued to operate on the 50¢ per lesson plan.

The Office of Research has been responsible for evaluation of the Instrumental Music Program since its introduction. A meeting was held in March 1967 to define the inputs, goals, and process of the Instrumental Music Program. The program director and the instrumental music teachers took part in group discussions which were led by personnel from the Office of Research. Information gathered at this meeting served as the basis for the Instrumental Music Program definition.

Description of the Program

Sixty public and 10 parochial schools participate in the program; this report will consider only the public school program. The participating public and parochial schools employ the equivalent of 14 full-time instrumental music teachers and one supervisor who organize instrumental music classes according to the needs of the students.

In the ESEA Instrumental Music Program emphasis is placed on grades 4 through 8, and a majority of the students in the program are in these grades. All participating schools are assigned a minimum of 21 instruments: 15 violins, two trumpets, two clarinets, one flute, and one cello. Additional instruments are assigned to the schools on the basis of school size and student demand. All instruments are purchased by the Board of Education through ESEA funds. These funds also support a workshop where an instrument technician maintains and repairs instruments. Each participating student is loaned an instrument so that he may feel a sense of ownership. All classroom supplies such as reeds, strings, resin, and music are provided for the students.

Since the number of students in the program is limited by the number of instruments available, some selection criteria must be imposed. During the primary grades all students receive group vocal instruction. That is, they have class meetings with a vocal music teacher for group singing. During this time the vocal teacher observes the students for evidence of musical aptitude manifested in such signs as being able to carry a tune, relative pitch, or good rhythm. When students begin the fourth grade, the vocal music teacher is asked to select those students she feels will benefit from instrumental music lessons. The students are informed that they have been selected for the Instrumental Music Program and may decline to participate if they wish.

In an effort to make instrumental music lessons attractive and desirable the entire procedure has been ritualized. The students are presented with their instruments at a formal meeting conducted by the instrumental music supervisor, the principal, and the instrumental music teacher. The assignment of instruments to students depends upon instrument availability, student preference, and teacher recommendation. For example, a student may wish to play the violin, but an instrument of the appropriate size may not be available. In this case the teacher will recommend another instrument until a violin is available.

The student's parents are required to sign a bond for the return of the instrument in good playing condition when lessons terminate. When the signed bond is returned to the school, the instrument is released to the student.

Group lessons are given on a weekly basis. The time of the lesson is changed from week to week so that students will not miss the same academic class each week. Most lesson groups are formed on the basis of ability and contain four to six students of homogeneous proficiency. These groups are very flexible because of the scheduling procedure, and mobility between groups is high. Students also have the opportunity to participate in local school orchestras and/or a city-wide orchestra when they demonstrate the proficiency required for these groups. Instruction is available to all students who wish to continue in junior and senior high school. (For a more complete description of the program see the program definition contained in Appendix A.)

Evaluation of the Program

The 1967-1968 evaluation of the Instrumental Music Program was a three-step process. The first step was the delineation of the goals of the program and a description of the characteristics and activities of the participants. Once these were specified, decisions regarding the collection of appropriate data were made and an instrument for data collection was developed and administered. The final step in the process was an analysis of the data collected and preparation of the annual evaluation report. The three steps will be described in greater detail in the following sections of this report.

The Problem

The aims of the evaluation were to determine (1) the extent to which elementary students participated in the program, (2) the distribution of participating students by grade level, and (3) the program objectives as viewed by the instrumental music teachers.

The biggest handicap in conducting the evaluation was the lack of data on past performance. This means that findings of this evaluation cannot be considered indicative of any changes or trends in the program. The lack of participation data for past years makes it extremely difficult to draw any substantive conclusions from the current data.

The Method

Data were collected by questionnaire from the 15 full-time and part-time teachers for all 60 public elementary and junior high schools in the ESEA program. The questionnaire served two data-gathering purposes: (1) to obtain information regarding the quantitative aspects of the program and (2) to obtain information which hopefully could serve as a baseline for future evaluation. (A copy of the questionnaire appears in Appendix B.)

The questionnaire was administered to all ESEA instrumental music teachers during a meeting at the Board of Education. Several teachers asked questions about some of the items. These items were explained to all the teachers so that everyone would answer the questions similarly.

Findings

The data obtained from the questionnaire showed that the majority of teachers in the program had between one and three years' teaching experience. These teachers defined four levels of student proficiency in instrumental music, reported the approximate number of students they taught at each level, and further listed the average time it takes a student to achieve each level. Teachers also noted the objectives they considered most essential for program success, as well as any changes they thought would improve the program. They reported that 39.9 percent of their students were involved in a school ensemble, 25 ESEA pupils played with the All-city Elementary Orchestra, 10 with the All-city Junior Orchestra, and four had received scholarships from a local musician's club. A more detailed discussion of the findings follows.

Teacher Characteristics. Fifteen teachers are employed in the ESEA program; of these 13 are full-time and two share the responsibilities of one full-time teacher. There are eight female and seven male teachers. Thirteen teachers have B.S. degrees while the remaining two have M.S. degrees. Thirteen of the teachers have completed at least one year as instrumental music teachers in the Pittsburgh Public Schools. Table 2 gives the distribution of teachers according to total teaching experience.

TABLE 2

Distribution of Teachers According to Total Teaching Experience

	Total Teaching Experience				
	Less than 1 yr.	1-3 yrs.	3-5 yrs.	5-10 yrs.	10 yrs. or more
Number of Teachers	2	8	2	3	0

Student Characteristics. There are 1,895 students participating in the Instrumental Music Program. The total number of students taught by a full-time teacher, or the equivalent, ranges from 94 to 224. Table 3 gives the distribution by grade level for the students in the program.

TABLE 3

Distribution of Students by
Grade Level as Reported by Teachers

Grade	Special A	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
Number of Students	1	5	0	62	430	562	441	193	155	43

The median proportion of students was 45 percent male and 53 percent female. Approximately 39.9 percent of the students who participate in the Instrumental Music Program also perform in an organized music ensemble which plays at their school events. Twenty-five students from ESEA schools play with the All-city Elementary Orchestra and 10 students play with the All-city Junior Orchestra. Six of the teachers have recommended a total of 14 students for scholarships offered by a local musician's club which provide weekly private lessons. Four students have received such scholarships.

Teachers were asked to estimate how many of their students continued lessons for three specified lengths of time. Table 4 shows the range of responses and the median response for these time periods.

TABLE 4

Percentage of Students Continuing Lessons for Three Specified Time Periods as Reported by Teachers

Time Period	Range of Response	Median Response
Continue for more than 1 semester	75 - 100%	92.5%
Continue for more than 1 year	65 - 94%	82.5%
Continue for more than 2 years	55 - 90%	75.0%

The teachers also estimated that from 15 percent to 100 percent (the median was 77 percent) of their students were proficient enough to continue lessons in high school provided the students wished to continue and no scheduling conflicts arose. When asked which grade level was most representative of their school orchestras the teachers reported the distribution shown in Table 5.

TABLE 5

Grade Level Most Representative of School Orchestra as Reported by Teachers

Grade	4th	5th	6th	7th	8th
Number of Teachers	1	2	7	2	1

Two teachers said both fifth and sixth grades and were therefore excluded from the tabulation.

Four levels of student proficiency as defined in the questionnaire are the following:

Level 1. Beginning students of instrumental music who have had little or no prior experience with any musical instrument. Students are eligible for promotion to the next level when they can produce a scale or series of musical notes on their instrument when asked to do so.

Level 2. Students who have completed Level 1 or who have had prior instrumental music experience on some instrument, not necessarily the one they will play. Students are eligible for promotion to the next level when they can play a simple recognizable tune on their instrument.

Level 3. Students who have completed Level 2 or who enter the program with capabilities exceeding Level 2. Students are eligible for promotion to the next level when they can play a melody in harmony and in unison with other students.

Level 4. Students who are capable of performing with a formal musical group such as school orchestra, school quartet, or other group.

Teachers were asked to give two kinds of information in relation to these four levels: (1) the number of students currently at each level and (2) the length of time the average student needs to complete the level. Although all teachers completed this portion of the questionnaire, their responses were too variable to be considered anything but indicators of the probable distributions involved. The number of students reported at each proficiency level is presented in Table 6.

TABLE 6

Number of Students at Each Proficiency Level* as Reported by Teachers

Level	1	2	3	4
Number of Students	360	462	492	603

*The total number of students reported in Table 6 exceeds the total number of students participating in the program due to the fact that teachers were estimating.

The teacher estimates of the time required to achieve each proficiency level varied widely. The ranges and medians are reported in Table 7.

TABLE 7

Time Required to Achieve Proficiency as Estimated by Teachers

Level	Range	Median
1	2 weeks to 12 months	25 months
2	1 month to 18 months	5 months
3	2. 5 months to 24 months	12 months
4	8 months to 36 months	27 months

Teachers suggest that a possible reason for the wide variation in times reported in Table 7 is that the time required to achieve proficiency varies with each musical instrument and between schools. That is, it takes longer to achieve proficiency on a violin than on a clarinet because of the manipulative skills involved. Also, students vary in the time required for them to achieve the stated levels of proficiency from school to school. Teachers attribute this to the variation in housing and other conditions found in different neighborhoods.

Teachers' Concepts of the Program. Teachers were asked to select the objectives they felt were most important for program success from a list of 10 possible objectives. The following five objectives accounted for 77 percent of those checked:

1. Ability to play a musical instrument with enough proficiency to be able to sight-read music
2. Learning to work as part of a group by playing in a musical ensemble
3. Increased physical coordination gained from coordinating finger movements, breathing, and posture necessary to play a musical instrument
4. Increased self-discipline acquired through practice in order to develop skill in playing a musical instrument
5. Development of a better self-image and concept of worth on the part of the student

The following objectives were not selected by anyone:

1. Identification of potential instrumental music teachers
2. Identification of students with perfect pitch

The last question provided a free response space where the teachers could make any comments they wished regarding the program, its faults, ways to improve it, and/or special projects they had undertaken in their schools. Ten of the 15 teachers utilized this space. Most of the comments concerned ways in which the program could be improved. One frequent suggestion was that it would be advantageous to spend more than one day per week at schools where there are a large number of students or where the students would benefit from lessons twice a week. Students in disadvantaged neighborhoods frequently tend to forget from lesson to lesson, and teachers felt that they would improve more rapidly with twice weekly instruction.

Another common suggestion was to form orchestras consisting of students from two or three schools located near each other so that the better students would have an opportunity to play with others of comparable skill. The need for better inter-school communications, for increased interest from resident vocal and instrumental teachers, and for better scheduling of classes on the junior and senior high school level was also pointed out. The chief complaint was that students transfer to junior or senior high schools and because of scheduling difficulties are placed in beginning classes and lose interest in playing.

Several teachers desired changes in types and availability of teaching materials. Their reasons for desiring these changes were that, since the program was aimed at lower socioeconomic levels, students are more interested in brass and percussion instruments than in strings. These students are generally interested in earning money and learn to play an instrument for possible later financial gain. This was expressed very well by one of the teachers:

> Students are... very practical, they want to know how they can use their instruments in their later life in organizations and to make money. These students will be average for the most part and what job can an average violinist get!

There was also a suggestion that new teaching methods and materials should replace the more traditional methods and materials now in use. One teacher felt there was a real need for a workshop before the start of each school year to orient new teachers and to discuss procedures with other teachers.

Comparison with Mainstream Program. A few comparisons were made between the ESEA schools and the mainstream schools to determine if the two programs were comparable in terms of objectives and extent of student participation. The objectives for both ESEA and regular programs are basically the same. However, the extent of participation is greater in the mainstream schools. Table 8 gives the participation data for the two programs.

TABLE 8

Comparison of Instrumental Music Participation in ESEA and Mainstream Elementary Schools

Variable	ESEA Schools (N=55)*	Mainstream Schools (N=31)
Total Enrollment	27,241	12,346
Total Participants**	1,775**	1,284
Percentage of Enrollment	6.5	10.4

*Does not include five junior high schools

**Does not include 120 students enrolled at five junior high schools

The lower participation in the ESEA program may be interpreted in several ways. There may be fewer students with a musical aptitude in ESEA schools, fewer instruments may be available, or ESEA students may lack interest and drop out of the program after a few lessons. However, no reason for the difference can be stated definitely because of the lack of sufficient data upon which to base such a statement.

Discussion and Conclusion

The lack of participation data from previous years and the limited time available for conducting this evaluation make it difficult to determine the extent to which this program is effective. However, in view of the history of the program and its expansion to eligible schools, it appears that the program is providing an experience for students in compensatory schools which they would not otherwise have had.

The program appears to function within the framework of the program goals, which at the present, apply to both the compensatory and mainstream schools. Since the student population in compensatory schools is not the same as that in mainstream schools, it would seem that the goals of the students in the two types of schools should be different. A difference in student goals may account for the difference in the percentage of participation between compensatory and mainstream schools. If participation in compensatory schools could be raised to the level of that in mainstream schools, approximately 900 more compensatory students would participate in the program. It might be of interest to investigate the relevance of the program's objectives to the two types of schools. It is possible that two sets of objectives would result, each set aimed directly at the target population. Hopefully, this would increase participation in compensatory schools. Other methods of increasing participation should also be investigated although the quality of instruction should not be sacrificed solely to increase participation.

APPENDICES

APPENDIX A

Instrumental Music Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

This program seeks to provide a musical experience for elementary and junior-high students from compensatory schools and to enable them to develop potential musical aptitudes by learning to play a musical instrument.

II. Scope

A. Number of Pupils and Schools Involved

At the end of the 1967-1968 school year, the program served 1,892 students in 60 public elementary and junior-high schools.*

B. The Grades or Ages of Participants

Elementary and junior-high school students participate in the program.

C. General Description of Staff

The staff of the Instrumental Music Program consists of 15 itinerant teachers, two supervisors, and the Associate Director of Instruction for Music. All administrative activities are performed by the Section on Music at the Pittsburgh Board of Public Education.

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* The program also operates in some parochial schools. However, this definition is limited to the public school program.

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two kinds of major objectives.

  A. Terminal Objectives--behaviors exhibited by each participant at the end of the program which demonstrate his successful completion of the program

  The child plays a musical instrument commensurate with his potential and ability.

  B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

    1. The child will acquire a sense of responsibility, strengthened by caring for an instrument and lesson materials.

    2. The child will demonstrate improved self-discipline through the compulsory practice which is required for skill development.

    3. The child will appreciate music as a cultural phenomenon through playing classical and folk music.

    4. The child will develop sufficient skill to perform in a musical ensemble or orchestra in later life.

    5. The child will have an improved self-image, due to his success in developing the skill required to play an instrument.

II. Enabling Objectives--the skills, attitudes, and information which the student must acquire during the program to ensure the accomplishment of the major objectives

  A. The child reads and interprets printed musical scores.

  B. The child discriminates between tones.

  C. The child is able to perceive rhythmic patterns.

  D. The child develops the manipulative skills and physical coordination required to master the correct playing techniques.

E. The child cares for his instrument.

F. The child develops and understands the concept of a group aim.

G. The child works as part of a cohesive group.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

A. The school benefits by an addition to the local talent pool for all-city and community orchestras and high-school bands and orchestras.

B. The community benefits by the development of community centers for individual instruction in music.

C. The community benefits through the strengthening of school-community relations as a result of the school orchestra.

IV. Criteria for Successful Completion of or Removal from the Program

No such criteria were stated for this program.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

No specific selection characteristics were given, but some of the points under "Entering Behaviors" may be applicable.

B. Entering Behaviors--characteristics of participants which are related to performance in the program

1. Attitudes

a. Students demonstrate a sense of responsibility.

    b. Students show a positive attitude towards school.

    c. Students are able to achieve with little parental support.

    d. Students have pronounced enthusiasm and drive.

2. Background

    a. Students are drawn from lower socio-economic levels.

    b. Students have varied cultural and esthetic backgrounds.

3. Music Potential

    a. Students have good coordination.

    b. Students have a good musical ear.

    c. Students have a sense of rhythm.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Instrumental Music Teacher	1. Pennsylvania teaching certificate 2. Bachelor's degree in music or music education	1. Flexibility in adjusting to large differences in student ability 2. Knowledge of type of musical exposure which can be expected of the students
Instrumental Music Supervisor	1. Bachelor's degree in music education 2. Experience as an instrumental music teacher	The ability to assume responsibility in the absence of the Associate Director

③

Staff Member	Professional Qualifications	Personal Qualifications
Associate Director of Instruction for Music	1. Bachelor's degree in music education 2. Experience as an instrumental music teacher 3. Experience as an instrumental music supervisor	Not stated at this level

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

1. Principals in the individual schools support the program by providing facilities and by scheduling students.

2. The Section on Music provides support by determining program objectives, providing in-service training, supplying instruments and materials, and expediting repairs.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

1. School clerks provide general clerical assistance such as preparing and mailing repair and order forms and class lists.

2. Repair staff keep instruments in good repair and in service.

3. Vocal music teachers aid in the identification of students for the program.

C. Media--the materials, supplies, and equipment required for program activities

1. Instruments in good repair

2. Music scores

3. Music stands

4. Blackboards

D. Facilities

Adequate space and freedom from distractions are necessary to ensure a good learning environment.

IV. Time Constraints

No time constraints were specified for this program.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

A. Group Activities

1. The student participates in class ensembles, trios, and duets.

2. The student performs at special school programs.

B. Individual Activities

1. The student practices note-reading, rhythm exercises, and correct playing positions.

2. Classroom instruction is given in specific technical skills.

3. The student practices at home.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Member	Functions	Duties
Instrumental Music Teacher	1. Classroom instruction	a. Assigns suitable instrument to each student b. Aids in selection of materials c. Develops each child's musical potential d. Evaluates student progress e. Creates and maintains a musical atmosphere in the classroom
	2. Classroom management	a. Plans use of classroom time b. Makes minor repairs
	3. Communication of program to school, parents, and the community	a. Discusses program with other staff members b. Plans special musical events for community
Instrumental Music Supervisor	Supervision of the program in individual schools	a. Visits classes and observes teaching techniques b. Attends school concerts c. Provides guidance and information to teachers Assists the Associate Director at all-city music events

Staff Member	Functions	Duties
Associate Director of Instruction for Music	1. Administration of the program	a. Arranges for purchase and repair of instruments b. Sets up program objectives c. Handles budget allocation
	2. Instruction of students at city-wide events	a. Organizes the all-city orchestra b. Conducts the all-city orchestra

B. Intra-staff Communication and Coordination

Communication is maintained through classroom visits, in-service workshops, and informal communication between teachers and other program staff.

C. Communication between Program Staff and Others

1. Musical performances are attended by teachers, and by parents.

2. The instrumental music teacher maintains informal contact with the vocal teacher and other members of the school staff.

APPENDIX B

INSTRUMENTAL MUSIC PROGRAM
QUESTIONNAIRE

AN EVALUATION OF THE ESEA INSTRUMENTAL MUSIC PROGRAM HAS BEEN INITIATED. AS PART OF THIS EVALUATION THE INSTRUMENTAL MUSIC TEACHERS IN THE ESEA PROGRAM ARE BEING ASKED TO COMPLETE THE ATTACHED QUESTIONNAIRE. IT WILL TAKE YOU ABOUT 45 MINUTES TO COMPLETE THE QUESTIONNAIRE. YOU MAY USE YOUR STUDENT RECORDS TO ANSWER THE QUESTIONS OR YOU MAY ESTIMATE YOUR ANSWERS. HOWEVER, IF YOU ESTIMATE, BE SURE THAT YOU ESTIMATE AS CLOSELY AS POSSIBLE.

Name____Date__________________

Sex: (Circle one) M F Degree: (Check one) Bachelor's ___
Master's ___

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1. How long have you been employed as an instrumental music teacher by the Pittsburgh Board of Education? (Check one)

   Less than 1 year ____
   1-3 years ____
   More than 3 years ____

2. For how many years have you been an instrumental music teacher in a public and/or private school? (Check one)

   Less than 1 year ___
   1-3 years ___
   3-5 years ___
   5-10 years ___
   More than 10 years ___

3. a. List the names of the public schools in which you teach instrumental music.

   1.________________________________ 4.______________________________
   2.________________________________ 5.______________________________
   3.________________________________ 6.______________________________

   b. How many instrumental music students do you have at each of the schools identified in question 3a? (Please list the number of students in each school in the same order as you listed them in question 3a.)

   1.__________________ 4.______________
   2.__________________ 5.______________
   3.__________________ 6.______________

c. For each of the schools you listed in question 3a indicate how many of the students are in each grade. (If you cannot give an exact answer, please estimate as closely as you can.)

	4th grade	5th grade	6th grade	7th grade	8th grade
1.					
2.					
3.					
4.					
5.					
6.					

d. How many of your instrumental music students participate in a formally organized school music group, such as school orchestra or school quartet, which performs at school or community functions? (Please indicate the number in each school.)

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________

READ THE FOLLOWING DEFINITIONS OF FOUR LEVELS OF INSTRUMENTAL MUSIC INSTRUCTION CAREFULLY, THEN ANSWER QUESTIONS 4a and 4b.

Level 1. Beginning students of instrumental music who have had little or no prior experience with any musical instrument. Students are eligible for promotion to the next level when they can produce a scale or series of musical notes on their instrument when asked to do so.

Level 2. Students who have completed Level 1 or who have had prior instrumental music experience on some instrument, not necessarily the one they will play. Students are eligible for promotion to the next level when they play a simple recognizable tune on their instrument.

Level 3. Students who have completed Level 2 or who enter the program with capabilities exceeding Level 2. Students are eligible for promotion to the next level when they can play a melody in harmony and in unison with other students.

Level 4. Students who are capable of performing with a formal music group such as school orchestra, school quartet, or other group.

4. a. How many of your instrumental music students perform at:

Level 1 ___
Level 2 ___
Level 3 ___
Level 4 ___

(THE NUMBERS AT LEVELS 1 THROUGH 4 SHOULD NOT EXCEED YOUR TOTAL NUMBER OF STUDENTS.)

b. Estimate the time taken by your average student to achieve proficiency at:

Level 1 ______________
Level 2 ______________
Level 3 ______________
Level 4 ______________

5. How many of your instrumental music students participate in the Elementary All-City Orchestra? __________

6. How many of your instrumental music students participate in the Junior All-City Orchestra? __________

7a. Have you ever recommended any of your instrumental music students for the scholarships offered by the Musician's Club of Pittsburgh? (Check one) Yes____ No____

b. If "Yes" how many students have you recommended? __________

c. How many, if any, of these students received scholarships? ______

8. What percentage of your instrumental music students continue instruction for more than:

one semester _____%
one year _____%
two years _____%

9. Estimate the percentage of your students who are proficient enough to continue instrumental music in high school ______%

10. Check the age group which is most representative of the school orchestras in the schools in which you teach instrumental music.

___4th grade ___5th grade ___6th grade ____ 7th grade ___8th grade

11. What percentage of your instrumental music students are:

male_____%

female_____%

12. If you teach instrumental music in a junior high school, do you feel that your students are representative of:

______the better music students in the school?

______the poorer music students in the school?

13. Below and on the next page is a list of possible objectives for instrumental music instruction. Check the objectives which you feel represent the most important objectives for instrumental music instruction in the elementary school. Try not to check more than four or five objectives.

___ 1. Ability to play a musical instrument with enough proficiency to be able to sight-read music

___ 2. Emotional and sensory experiences obtained from listening to and playing classical and semi-classical pieces

___ 3. Learning to work as part of a group by playing in a musical ensemble

___ 4. Knowledge of the structure of musical selections and the musical scale obtained through playing an instrument

___ 5. Increased physical coordination gained from coordinating finger movements, breathing, and posture necessary to play a musical instrument

___ 6. Increased self-discipline acquired through practice in order to develop skill in playing a musical instrument

___ 7. Identification of potential instrumental music teachers

___ 8. Development of a better self-image and concept of worth on the part of the student

___ 9. Knowledge of how to clean and care for a musical instrument

___ 10. Identification of students with perfect pitch

14. If you have any additional remarks you would like to make about the ESEA Instrumental Music Program, please do so in the space below. Include any special projects you have undertaken with your students.

____

____

____

____

____

5. NONGRADED PROGRAM

5. NONGRADED PROGRAM

Summary

The primary objective of the Nongraded Program is to permit children to progress at their own rate without the pressures of a predetermined schedule or the threat of nonpromotion. Children are grouped for instruction in each subject area according to their individual abilities and needs.

One of the major problems identified by the 1966-1967 evaluation was a lack of adequate tests. Consequently, during the 1967-1968 school year, a committee of teachers and team leaders together with a consultant on test development worked on the revision of the tests.

The revised tests will be used throughout the Nongraded Program during the 1968-1969 school year. During the summer of 1969 the tests will be collected and the results analyzed. At that time the final revisions will be made.

Introduction

History of the Program

The Nongraded Program's primary aim is to provide a flexible organization which conforms to the learning speed of the child. The flexibility in scheduling provided by the program allows teachers to group children according to the level of mastery attained. The program also strives to provide a more adequate system of evaluating the intellectual, physical, social, and emotional growth of children as well as appropriate methods for reporting pupil progress.

A nongraded program was first introduced on a pilot basis in the primary grades of four Pittsburgh elementary schools in September 1965. A Ford Foundation grant financed a planning committee of administrative supervisors, principals, and teachers to formulate guidelines for a nongraded program. In 1966 the federal government began funding the Nongraded Program, first under the Education Opportunity Act, and then under the Elementary and Secondary Education Act, Title I. Thus far, the Nongraded Program has been confined to schools located in areas designated as deprived.

When the Nongraded Program was introduced, there was no standard procedure for moving students from one reading level to the next. Teachers usually administered their own tests when a student completed a certain amount of work. Placement in the next level was usually a matter of teacher judgment when a given amount of material was completed. An objective evaluation tool was non-existent.

During the 1966-1967 school year, an attempt was made to rectify this situation by providing some of the teachers in the program with tests designed to measure accurately the student's level. These tests were devised by selecting items from workbooks and other source books. Items were chosen by attempting to match the item content with objectives for that level.* During this period no attempt was made to validate the tests or to establish criteria for administration. It was an effort, however, to initiate a common performance test throughout the program. Refinement of this material became the task of a special committee of teachers and supervisors.

Evaluation carried out in the 1966-1967 school year attempted to determine the extent to which the program was nongraded. The major findings indicated that progress had been made toward nongradedness in reading only. The areas of spelling and arithmetic showed little sign of nongradedness.

Description of the Program

By February 1968 the Nongraded Program had been expanded to 18 schools. In nongraded schools, all kindergarten and primary teachers form a single primary team known as the nongraded primary cycle.

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*See 1967 Nongraded Program Annual Report for details of the levels included.

This team is headed by a coordinating team leader and one or more team leaders, depending upon the number of teachers in the cycle, who share the planning responsibilities. When the primary cycle team is composed of six to 10 teachers, an additional team leader is appointed. Student interns from local universities and team mothers or aides also work in the program.

The intermediate cycle team is comprised of all academic intermediate teachers, student interns, and team aides. This team is also headed by a coordinating team leader or intermediate cycle coordinator and one or more team leaders. As in the primary cycle, the number of intermediate students governs the number of academic teachers.

The coordinating team leader maintains a partial teaching assignment in light of his increased leadership role. He initiates pupil grouping and regrouping in all areas of instruction and diagnoses students' educational needs through tests. Besides preparing a weekly master schedule with the help of other team members, the coordinator conducts weekly team meetings and guides teaching interns, team mothers, and aides in their assignments. In addition, the coordinator acts as a liaison with administrative, supervisory, and supportive personnel as they relate to the team. He oversees the planning of team members in matters of instruction and in the techniques of classroom management. He also schedules the use of space and equipment and coordinates the ordering and use of audio-visual materials.

The team leader maintains a full teaching load and helps the coordinator by grouping children for instruction, by preparing the master schedule, and by assuming the leading role in team matters when designated by the coordinating team leader. In the primary cycle there is generally more than one team leader who is also the cycle coordinator.

Initially, the Nongraded Program places students in homerooms according to their chronological ages. In the mathematics class, as well as in the language arts areas of English, reading, and spelling, children are regrouped to accommodate their varying levels of ability. This regrouping is facilitated by planning and scheduling subjects as blocks of time on a master schedule. Thus, all students in both primary and intermediate cycles attend math at the same time and may move from one level to the next, weekly, if their accomplishments show them ready to do so.

There are 24 different reading levels with specific objectives for each level in the nongraded cycle plan. In the intermediate cycle there are 18 reading levels which serve as a continuation of the primary levels. The specific curriculum objectives for these reading levels were outlined in last year's evaluation report. A reading record is kept on individual reading cards to estimate the child's progress through the various reading levels. This card shows which book he is currently reading and his achievement on reading tests.

In the primary cycle, 24 levels constitute the mathematics program. There are approximately 18 mathematics levels for the student of average ability. Additional levels below and above the standard program are included to accommodate slow and rapid learners. In a manner comparable to the reading program, reports are maintained by means of a mathematics card. The pupil moves from one level to the next at the discretion of his teacher who judges his progress by his performance in class and specially developed diagnostic tests administered at the end of each level's work.

Test Development Activities

One of the major problems identified by the evaluation of the Nongraded Program during the 1966-1967 school year was the lack of adequate tests. Consequently, it was decided that all the tests that had been used in the reading cycle of the program would be reviewed during the 1967-1968 school year.

A committee was formed of six teachers and team leaders from the Nongraded Program. This committee, helped by a consultant on test development from the Office of Research, worked on the revision of the levels tests. It was decided to use the original test as a base from which to work.

The rationale used in the development of the revised tests was that the levels tests should be easy for students who had passed a given level and relatively difficult for students who had not yet been presented with the material appropriate for that level. For example, a level 10 test should be easier for students currently working on levels 11 and 12, and difficult for students achieving at least levels 8 or 9. The modified levels tests were administered at five different levels--the level of the test and the two levels on either side of it. Thus, the level 7 test was administered to students in levels 5 through 9, on the assumption that each item would become progressively easier the higher the level on which the student was working.

The results from the initial testing in six schools were analyzed using the previously mentioned rationale as a guide. It was reasoned that the ideal item would have a difficulty index of approximately .5 at the level for which it was designed. The difficulty index is computed from the number of students who passed an item. The items would have progressively lower difficulty indices the higher the achievement level of the student they were administered to. However some compromise had to be made. Items with a difficulty index ranging from .35 to .80 at the designated level were accepted. In order for an item to be accepted, it had to show a low difficulty index (i. e., was easier) when it was administered to students at a higher achievement level,and a higher difficulty index (i. e., was harder) when it was administered to students at a lower achievement level. On the basis of this analysis, items were eliminated, retained, or modified. Table 1, on pages 5-9 and 5-10, shows the number of items that were retained at each level. Copies of the revised tests with the retained and modified items are available in the Office of Research.

Future Plans

The modified levels tests will be used throughout the Nongraded Program during the 1968-1969 school year. Detailed instructions have been prepared for each levels test, and teachers are receiving careful training in their administration and use. Every test used will be collected and the results analyzed during the summer of 1969. At that time, the final revision will be made on the tests.

TABLE 1

Analyses of Levels Tests for the Nongraded Program

Level	Test Matter	Original	Retained Unmodified
1	general reading material appropriate for this level	44	15
2		39	17
3		57	21
4		78	50
5		18	7
6:	phonetic analysis	25	12
7:	phonetic analysis	24	1
7:	structural analysis	7	0
8:	phonetic analysis	62	14
8:	structural analysis	23	7
9:	phonetic analysis	38	1
9:	structural analysis	17	4
10:	phonetic analysis	95	29
10:	structural analysis	8	1
11:	phonetic analysis	30	4
11:	structural analysis	13	3
12:	phonetic analysis	22	0
12:	structural analysis	5	0
13:	phonetic analysis	46	0
13:	structural analysis	28	1
14:	phonetic analysis	40	4
14:	structural analysis	29	3
15:	phonetic analysis	44	2
15:	structural analysis	39	3
16:	phonetic analysis	34	0
16:	structural analysis	42	0

Level	Test Matter	Original	Retained Unmodified
17:	phonetic analysis	155	31
17:	structural analysis	24	1
18:	phonetic analysis	22	0
18:	structural analysis	41	1
19:	phonetic analysis	64	4
19:	structural analysis	22	1
20:	phonetic analysis	89	3
20:	structural analysis	24	0
21:	phonetic analysis	12	2
21:	structural analysis	10	2
22:	phonetic analysis	139	2
22:	structural analysis	8	5
23:	phonetic analysis	34	29
24:	structural analysis	14	2

6. ORIENTATION FOLLOW-UP SATURDAY MORNING WORKSHOPS PROGRAM

6. ORIENTATION FOLLOW-UP SATURDAY MORNING WORKSHOPS PROGRAM

Summary

The Orientation Follow-up Saturday Morning Workshops Program was introduced into the Pittsburgh Public Schools in 1965. The program aims to provide a forum for discussion of the problems new teachers encounter in their classrooms.

The 1967-1968 evaluation of the program concentrated on determining the effectiveness of the workshops and identifying areas where they were deficient.

Responses to a questionnaire indicated that the majority of teachers did not find materials presented at the workshop too difficult, considered their time well-spent, and would attend another series if one were offered. Respondents did say, however, that they would like to see some overall improvement in the quality of the workshops. This may be associated with another response which indicated that teachers would like more discussion time. Although some participants said that the workshop they attended did not meet their needs, 95 percent of the teachers thought they had profitted from the program and considered it an investment in the future.

Introduction

The Orientation Follow-up Saturday Morning Workshops are considered by most participants to be an in-service continuation of the three-day orientation program for new teachers held immediately prior to the opening of school in September.

The first half-day workshops were held during the 1965-1966 school year. In 1965 the Board of Education had stated in its minutes that workshops would be conducted by the curriculum departments as a supplement to orientation approximately one month after school had begun. This statement was issued because in years past many new teachers had expressed a desire to meet together to discuss their problems after school had been in progress for a short time. Consequently, the aim of the Orientation Follow-up Saturday Morning Workshops Program is to provide a forum for discussion of the problems new teachers encounter in their classrooms.

Each orientation follow-up workshop is planned and conducted by the supervisory personnel responsible for instruction in that subject. Objectives are developed separately for each workshop and are the basis of workshop activities. The workshops average three hours in length and are held, as the title implies, on Saturday mornings.

Tables 1 and 2 reflect the changes that have occurred in the extent of participation since the workshops began. Table 1 shows the number of workshops held and the departments which sponsored them.

TABLE 1

Saturday Morning Workshops by Department and School Year

Department	School Year		
	65-66	66-67	67-68
Foreign Language	x		x
Physical Education	x	x	x
Elementary Education	x	x	*
Art	x		*
Social Studies		x	x
Library		x	x
Mathematics		x	x
English		x	x
Special Education		x	x
Music		x	
OVT			x
Home Economics			x
Special A			x
Science			x
Total Number of Workshops Held	4	8	11

* Scheduled but not held because of a teacher's strike

The number of departments holding workshops has increased since 1965 from four to 11, and 14 departments have participated in the program since that date. Two workshops, scheduled for the 1967-1968 school year, were not held. If they are included in the tabulation there is very little attrition among the departments holding workshops, indicating that the department directors consider the workshops of some value.

Table 2 shows the number of participants in each workshop since 1965.

TABLE 2

Participation in Saturday Morning Workshops By Department and School Year

Department	Number of Participants		
	65-66 *	66-67	67-68
Foreign Language	24 (5)		16
Physical Education	27 (19)	35	29
Elementary Education	134 (66)	111	
Art	28 (5)		
Social Studies		17	19
Library		12	12
Mathematics		25	16
English		34	29
Special Education		23	19
Music		61	
OVT			14
Home Economics			12
Special A			10
Science			6
Total Attendance	213 (95)	318	182

* Both new and experienced teachers attended the workshops in the 1965-1966 school year. The number of new teachers that attended is shown in parentheses.

As Table 2 indicates, the number of participants varied from year to year according to the number of new teachers enrolled. No attempt was made to determine variations in the percentage of eligible teachers in schools or the percentage of eligible teachers who attended. Such an analysis would be the only way to draw any conclusions on the percentage of attendance by those eligible. It should be noted, however, that participation since the 1,966-1967 school year has been restricted to new teachers whereas in the first series of workshops, only 45 percent of the participants were new teachers.

During the 1967-1968 school year workshops were held between October 21, 1967 and February 10, 1968. This contrasts with the 1966-1967 school year when the workshops were held between November 19, 1966 and February 18, 1967, and with the 1965-1966 school year when all workshops were held on June 4, 1966. Thus it is evident that the trend is toward holding the workshops soon after the beginning of the school year, which is in keeping with the original statement in the board minutes.

Evaluation of the Program

The Problem

This evaluation was concerned with determining the effectiveness of the Saturday Morning Workshops and identifying areas where they were deficient. These objectives did not differ substantially from those of previous evaluations.

Method

Since the objectives of this evaluation paralleled those of previous evaluations, a similar questionnaire was used (a copy of which is contained in Appendix A). The questionnaire is divided into two parts: Part I, 17 forced-choice items with four response alternatives (Strongly agree, Agree, Disagree, Strongly disagree); and Part II, three open-ended discussion questions designed to obtain data on aspects of the workshops teachers considered best covered, inadequately covered, and most helpful in the classroom.

The data collected at each workshop were summarized and evaluated shortly after the workshop sessions ended, and a report of the results and conclusions was forwarded to the responsible administrative personnel. A summary tabulation of the responses for all questions from each workshop appears in Appendix B.

The forced-choice items on the questionnaire may be grouped into four categories: (1) Level of difficulty of the workshop material, (2) Quality of the workshop, (3) Contribution to professional growth, and (4) Content of the presentation. The questions are grouped into these categories in Table 3. Such a grouping permits the data to be analyzed on each of these dimensions for all workshops.

Findings

Responses to the forced-choice items on the questionnaire indicated that the majority of teachers did not find the material presented at the workshop too difficult, considered their time well-spent, and would attend another series, if one were offered. Respondents did, however, say they would like to see some overall improvements in the quality of the workshops. This may be associated with another response which indicated that teachers would like more discussion time. Although some participants said the workshop did not meet their needs, 95 percent of the teachers

TABLE 3

Clustering of Questionnaire Items

CATEGORY	ITEMS	
	ITEM NO.	STATEMENT
1. Level of difficulty of the workshop material	1	Frequently the level at which the material of this workshop was presented was too difficult for me.
	7	While the content of this workshop was not difficult, the instructors tended to make it so, i.e., they unnecessarily complicated the workshop.
	10	By and large, those who conducted the workshop made the content as easy to understand as possible.
2. Quality of the workshop	2	This workshop is worth the time and effort it required.
	9	Time spent on this workshop could have been better devoted to some other activity.
	11	The quality of this workshop left something to be desired.
	15	There are many ways in which this workshop could have been improved.
	17	If a similar workshop were to be offered again, I would give up a Saturday morning to attend.
3. Contribution to professional growth	3	Most new teachers in my field could profit by taking a workshop like this one.
	8	Workshops such as this one are actually an investment in one's future.
	14	This workshop is essential to the teacher who wants to fulfill his obligation to his profession and to his pupils.
	16	This workshop will be helpful to me in my everyday work.
4. Content of the workshop	4	While the material covered in this workshop is good to know, it has little to do with being a teacher in my field.
	5	Certain topics in this workshop would not be missed if they were left out.
	6	More time should be devoted to covering the material of this workshop.
	12	This workshop offered a convenient way of getting material that could have been obtained through other methods.
	13	Most of the material covered in this workshop was already known to me.

thought they had profited from the program and considered their attendance an investment in their future. A more detailed account of the findings follows.

The first category, Level of difficulty of the workshop material, contained three questions. On each of the three questions only 2 percent of the respondents felt that the difficulty level of the workshop was too high or was complicated by the presentation.

In the second category, Quality of the workshop, at least 90 percent of the teachers felt that the workshops were worthwhile. Ninety-five percent considered their time well spent and would attend another series of workshops. However, 39 percent of the participants agreed with question 15 which states: "There are many ways in which this workshop could have been improved." This would seem to indicate that even though more than 95 percent of the teachers indicated that they would attend a similar workshop, many teachers would like to see some improvement in the overall quality of the workshop.

In the third category, Contribution to professional growth, slightly over 10 percent of the participants felt that the workshop was not essential in this respect. However, at least 95 percent of the teachers thought that they would profit from the workshop in the sense that it was an investment in the future and that it would be helpful in their everyday work.

The fourth category, Content of the workshop, elicited the most divergent responses. This category contained five questions dealing with the topics and materials covered in the workshop. Table 4 shows the total responses to each question in the category.

TABLE 4

Total Responses to Questions in "Content of Workshop" Category

Question	Strongly agree	Agree	Disagree	Strongly disagree	Totals N=182
4	1	11	62	108	182
5	8	49	91	33	181*
6	25	90	55	11	181*
12	15	99	51	14	179*
13	4	56	111	10	181*

* Not all respondents answered this question.

As can be seen from Table 4, there was a lack of unanimity between the responses of the participants, with the exception of question 4. To permit a more simple analysis, the responses were dichotomized into agree and disagree modes as is shown in Table 5.

TABLE 5

Percentage of Responses Dichotomized Between Agree and Disagree Mode

Question	Agree	Disagree
4	6.5	93.5
5	31.3	69.6
6	63.7	36.3
12	64.2	35.8
13	32.9	67.1

There appears to be some feeling among the participants that the content of the workshops does not meet their needs. Question 13 states:

"Most of the material covered in the workshop was already known to me." A large degree of the variance may be attributed to the Physical Education, English, and Special Education workshops. These three workshops alone accounted for 37 responses in the dichotomized agree mode, or 20.3 percent of the total responses. From this it appears that these three workshops covered material familiar to a large portion of their participants.

Each workshop concentrated on topics specific to problems in that curriculum. Consequently, responses to the open-ended questions were too specific to determine the effectiveness of the workshops in general. However, it can be said that in all workshops the topics considered efficiently covered and most useful were related to procedure and methodology. Responses concerning aspects of the workshops felt to be inadequately covered were not related to particular workshops. Participants expressed a desire for more time and more opportunities for group discussion. This wish indicates that teachers still consider sessions as orientation meetings rather than in-service training.

Discussion and Conclusions

The evaluation of this program was primarily concerned with the participants' reaction to and attitude toward the workshop. No attempt was made to determine whether the workshops covered topics relevant to the teachers' experience, or if there were additional topics which should have been covered. It appears that the workshops do serve the objective of providing a forum for discussion; however, it would probably prove more beneficial to both administrators and teachers if an attempt were made to design the workshops around topics suggested by the teachers. This would increase the work involved in planning the workshop, but the result would be a series of workshops more in tune with the needs perceived by teachers. It seems probable that topics suggested by teachers would reflect their needs more accurately than topics selected by administrators on the basis of their perception of teachers' needs.

Future evaluation should be addressed to determining which of the teacher's needs are being met in the workshops and which are not. Workshops could also be evaluated separately, each on its own merits. A decision as to whether the program is one of in-service training or orientation should be made and both planning and evaluation should be based on that decision.

APPENDICES

APPENDIX A

Date ____________________

QUESTIONNAIRE FOR IN-SERVICE WORKSHOP FOR TEACHERS

To the teacher: Please do NOT sign your name to this sheet. Be as frank as possible in your replies, as it is only by such honest responses that the goals of this evaluation will be fulfilled. After completing the questionnaire, place it in the envelope, seal the envelope, and deposit it in the box before you leave.

Subject field ____________________________________ Male___ Female___

Below are some statements about this workshop. Following each statement are four response choices. By placing a check in the appropriate space you can express the degree to which you agree or disagree with each item. THERE ARE NO RIGHT OR WRONG ANSWERS! Please indicate your agreement or disagreement with each item:

1. Frequently the level at which the material of this workshop was presented was much too difficult for me.
   ( ) Strongly agree ( ) Disagree
   ( ) Agree ( ) Strongly disagree

2. This workshop was worth the time and effort it required.
   ( ) Strongly agree ( ) Disagree
   ( ) Agree ( ) Strongly disagree

3. Most new teachers in my field could profit by taking a workshop like this one.
   ( ) Strongly agree ( ) Disagree
   ( ) Agree ( ) Strongly disagree

4. While the material covered in this workshop is good to know, it has little to do with being a teacher in my field.
   ( ) Strongly agree ( ) Disagree
   ( ) Agree ( ) Strongly disagree

5. Certain topics in this workshop would not be missed if they were left out.
   ( ) Strongly agree ( ) Disagree
   ( ) Agree ( ) Strongly disagree

Subject field________________________________ Male___ Female___

6. More time should be devoted to covering the material of this workshop.
   ( ) Strongly agree
   ( ) Agree
   ( ) Disagree
   ( ) Strongly disagree

7. While the content of this workshop was not difficult, the instructors tended to make it so, i.e., they unnecessarily complicated the workshop.
   ( ) Strongly agree
   ( ) Agree
   ( ) Disagree
   ( ) Strongly disagree

8. Workshops such as this one are actually an investment in one's future.
   ( ) Strongly agree
   ( ) Agree
   ( ) Disagree
   ( ) Strongly disagree

9. Time spent on this workshop could have better been devoted to some other activity.
   ( ) Strongly agree
   ( ) Agree
   ( ) Disagree
   ( ) Strongly disagree

10. By and large, those who conducted the workshop made the content as easy to understand as possible.
   ( ) Strongly agree
   ( ) Agree
   ( ) Disagree
   ( ) Strongly disagree

11. The quality of this workshop left something to be desired.
   ( ) Strongly agree
   ( ) Agree
   ( ) Disagree
   ( ) Strongly disagree

12. This workshop offered a convenient way of getting material that could have been obtained through other methods.
   ( ) Strongly agree
   ( ) Agree
   ( ) Disagree
   ( ) Strongly disagree

13. Most of the material covered in this workshop was already known to me.
   ( ) Strongly agree
   ( ) Agree
   ( ) Disagree
   ( ) Strongly disagree

Subject field________________________________ Male___ Female___

14. This workshop is essential to the teacher who wants to fulfill his obligation to his profession and to his pupils.
( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

15. There are many ways in which this workshop could have been improved.
( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

16. This workshop will be helpful to me in my everyday work.
( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

17. If a similar workshop were to be offered again, I would give up a Saturday morning to attend.
( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

- -

Everyone who participates in an in-service workshop has certain expectations concerning it and what he expects to get out of it. Think back to the time when you were first aware that you would attend this workshop, and try to recall what you expected to get out of it.

What aspects of the workshop do you think were particularly well covered? (Be specific)

____

____

____

What aspects of the workshop do you feel were inadequately covered? (Be specific)

____

____

____

What topics covered in this workshop do you think will be most useful to you in your own classroom?

____

____

____

APPENDIX B

APPENDIX B

Total Responses by Workshop to Forced-Choice Questionnaire Items

	OVT N = 14	Home Ec. N = 12	Special A N = 10	Foreign Lang. N = 16	Social Studies N = 19	Library N = 12	Science N = 6	Math N = 16	Physical Education N = 29	English N = 29	Special Education N = 19
Question 1											
Strongly agree									1		
Agree	1			12		1					
Disagree	6	2	4	3	4	1	1	4	7	5	3
Strongly disagree	7	10	6	1	15	10	5	12	12	24	16
Question 2											
Strongly agree	8	4	8	9	14	10	2	4	19	5	13
Agree	6	7	2	5	5	2	4	12	7	24	6
Disagree		1		1					1		
Strongly disagree				1					2		
Question 3											
Strongly agree	9	5	9	9	14	9	3	3	16	9	14
Agree	5	7	1	5	5	3	3	13	11	19	5
Disagree				2					1		
Strongly disagree									1	1	
Question 4											
Strongly agree										1	
Agree	3			3						3	2
Disagree	7	2	1	4	6	4	4	9	9	12	4
Strongly disagree	4	10	9	9	13	8	2	7	20	13	13
Question 5				*							
Strongly agree			1			3		2	1	1	
Agree	6		2	1	3	7	1	8	7	10	4
Disagree	7	8	4	11	11	2	5	4	16	12	11
Strongly disagree	1	4	3	3				2	5	6	4
Question 6											
Strongly agree	5	1	2	2	3		1		4	4	3
Agree	8	6	6	8	8	4	2	8	20	10	10
Disagree	1	4	1	3	7	8	3	8	3	12	5
Strongly agree		1	1	3	1				1	3	1

* Not all respondents answered every question.

APPENDIX B (continued)

Total Responses by Workshops to Forced-Choiced Questionnaire Items

	OVT N = 14	Home Ec. N = 12	Special A N = 10	Foreign Lang. N = 16	Social Studies N = 19	Library N = 12	Science N = 6	Math N = 16	Physical Education N = 29	English N = 29	Special Education N = 19
Question 7											
Strongly agree						2	1				
Agree	2										
Disagree	5	7	3	5	5	2	2	5	12	11	6
Strongly disagree	7	5	7	11	14	8	3	11	17	18	13
Question 8									*		
Strongly agree	6	3	8	6	9	6	3	5	14	8	12
Agree	7	7	2	9	10	6	3	10	13	20	6
Disagree		1		1				1	1		1
Strongly disagree	1	1								1	
Question 9					*						
Strongly agree						1	1		1	1	
Agree		1		1	1			1		1	
Disagree	9	9	2	8	12	4	3	13	16	20	10
Strongly disagree	5	2	8	7	7	7	2	2	12	7	9
Question 10								*	*		
Strongly agree	7	9	9	8	8	9	3	8	12	20	15
Agree	6	3	1	7	11	2	3	8	15	9	4
Disagree	1			1				1			
Strongly disagree									1		
Question 11								*			
Strongly agree	1								1		1
Agree	2	1		3				2	1	3	2
Disagree	8	8	4	10	12	5	6	9	14	16	7
Strongly disagree	3	3	6	3	7	7		4	13	10	9
Question 12				*							
Strongly agree			2	4		1	1	3	2	2	
Agree	7	10	6	6	8	5	3	9	17	15	13
Disagree	4	2	2	3	7	6	1	4	8	10	4
Strongly agree	3			2	4		1		2		2

* Not all respondents answered every question.

APPENDIX B (continued)

Total Responses by Workshops to Forced-Choiced Questionnaire Items

	OVT N = 14	Home Ec. N = 12	Special A N = 10	Foreign Lang. N = 16	Social Studies N = 19	Library N = 12	Science N = 6	Math N = 16	Physical Education N = 29	English N = 29	Special Education N = 19
Question 13											
Strongly agree										2	2
Ag ree	3	4	2	5	2	1	2	4	12	14	7
Disagree	9	8	7	11	15	10	4	11	15	12	10
Strongly disagree	2		1		2	1		1	2	1	
Question 14											*
Strongly agree	10	4	9								
Agree	3	6	1	9	10	8	3	8	11	15	5
Disagree	1	2		2	2	1		3		4	2
Strongly disagree				1					1	2	
Question 15									*	*	
Strongly agree									1		
Agree	8	4	1	2	7	3	4	8	17	10	6
Disagree	5	8	8	14	11	9	2	7	9	17	12
Strongly disagree	1		1		1			1	1	1	1
Question 16					*						
Strongly agree	4	4	7	6	7	6	2	6	10	11	12
Agree	10	8	3	7	12	6	4	10	18	18	7
Disagree					2				1		
Strongly disagree											
Question 17				*							
Strongly agree	5	2	5	7	8	3	3	5	14	13	13
Agree	9	7	5	7	11	9	3	11	14	14	6
Disagree		2		1						2	
Strongly disagree		1							1		

* Not all respondents answered every question.

7. SPEECH AND HEARING MOBILE UNITS PROGRAM

7. SPEECH AND HEARING MOBILE UNITS PROGRAM

Summary

The Speech and Hearing Mobile Units Program was introduced under ESEA Title I in 1966 to supplement the regular speech and hearing program. The ESEA program has been in operation during the past two years in three poverty areas in the city of Pittsburgh.

This year's evaluation had several purposes: (1) to assess the impact of the Speech and Hearing Mobile Units Program on the larger speech and hearing program, (2) to evaluate the Speech and Hearing Mobile Units Program as an alternative way of providing therapy by comparing it with the total speech and hearing program of which it is an integral part, and (3) to assess the effectiveness of the Speech and Hearing Mobile Units Program.

It can be said that the introduction of the Speech and Hearing Mobile Units Program has substantially increased the number of pupils receiving speech and hearing services. However, the findings of this year's evaluation work indicate that the program is far from adequate for three basic reasons: (1) there is a tremendous shortage of personnel; (2) there are no standardized means of screening; and (3) there is very little communication between classroom teachers and speech and hearing clinicians. Most teachers of children in the program emphasized the need for at least two therapy classes a week.

Introduction

History of the Program

The Speech and Hearing Mobile Units Program is an integral part of the speech and hearing program which is operated under the auspices of the Department of Special Education in the Pittsburgh Public Schools. The two programs share the same basic objectives. They seek to correct or improve any speech or hearing defect in students, thereby removing barriers to academic and social achievement. The mobile units program differs from the regular program in that therapy is conducted in an atmosphere thought to be more conducive to effective treatment than the inadequate working conditions previously encountered in school buildings.

Introduced under ESEA Title I in the 1966-1967 school year, the Speech and Hearing Mobile Units Program has operated since that time in three underpriviledged areas--the Hill District, the Homewood-Brushton area, and the North Side. The program has served the students of these areas from kindergarten through twelfth grade.

Description of the Program

The program operates within a mobile unit where the clinician has all his equipment at hand. The participating students attend speech and/or hearing therapy classes once a week for a period of 30 to 45 minutes.

The immediate objectives of the program are to improve the speech of children with speech defects and to enable children with hearing defects to make the maximum use of their remaining hearing. It is hoped that the accomplishment of these objectives will ultimately be reflected in the child's social and academic achievements.

The staff of the mobile unit consists of one speech clinician and one hearing teacher. A driver aide is also present. The aide drives and cares for the unit and assists the professionals by collecting the children from their classrooms.

Speech therapy is corrective in nature, that is, it aims to minimize speech defects. The speech clinician does not teach but uses reading media to drill specific sounds. Hearing therapy, however, is rehabilitative and seeks to make maximum use of the child's limited hearing ability and to remedy learning deficiencies. In addition to equipping the child with supplementary hearing techniques, such as lip-reading, the hearing clinician provides the child with additional tutoring in academic subjects. A detailed description of the processes involved in the screening of students for speech and hearing therapy follows.

Speech. Screening, or the preliminary identification of children with speech defects, is done formally by the speech clinician or informally by the student's teacher. The speech clinician determines the presence of a speech problem in children referred to him by subjecting them to a series of speech screening and diagnostic tests. (Most of these tests are subjective and the results are dependent upon the interpretation of individual clinicians. This leads to conflicting evaluations of a child's speech if he/she is transferring from one area to another.)

The final selection of cases for therapy is determined by the speech clinician. The criteria for selection are based upon the child's need and the likelihood of the child's responding to treatment. There is a waiting list for speech therapy of 5,900 public school students and, since most critical problems occur in the fourth, fifth, and sixth grades, children with a favorable prognosis are given a high priority. Speech problems in younger students tend to correct themselves. Children remain in the program until they reach maximum improvement; at that time they leave weekly therapy and return only periodically. The average time a child spends in the program is three years.

Hearing. Initial screening is carried out by the Allegheny County Health Department. Diagnosis is made by the County Health Department and the Department of Special Education. Children with a bilateral loss of 20 decibels or more are eligible for therapy, priority given to those having the greatest need of academic tutoring. Students leave the program when the development of their residual hearing reaches a maximum. Students usually spend three years in the program.

Program Definition. In February 1967 members of the program staff and personnel from the Office of Research met to formulate a program definition. An up-dated version of the definition appears in

Appendix A. The reader may refer to it for a more complete description of the Speech and Hearing Mobile Units Program.

Evaluation of the Program

The Problem

The fact that the Speech and Hearing Mobile Units Program is funded by ESEA does not justify its evaluation as a discrete service. The program is an integral part of the regular speech and hearing program and therefore any evaluation should be conducted within the context of the larger program.

In light of this, the problems for evaluation were: (1) to assess the impact of the mobile unit program on the regular program, (2) to evaluate the Speech and Hearing Mobile Units Program as an alternative way of serving speech and hearing handicapped children, and (3) to assess the effectiveness of the mobile units program.

The Method

Program staff provided the enrollment figures for the last three years, and the increase in student participation in the program was measured to assess the impact of the Speech and Hearing Mobile Units Program on the total speech and hearing program.

In evaluating the mobile units program as an alternative way of serving speech and hearing handicapped children, it was compared to the regular program using the following criteria:

1. Cost per child (estimates were obtained from the department)
2. Quality of service, as measured by
    a. Therapy time per child (This was measured by data collected from observations conducted in the mobile units program area and comparable socioeconomic areas served by the regular program. For a copy of the observation schedule see Appendix B.)
    b. Relationship between classroom teacher and clinician (This was assessed by two interviews, one of 77 teachers, the other of 32 teachers 16 of whom were from schools served by the mobile units program and 16 of whom were from schools served by the regular program. For a copy of the Interview Guide see Appendix C.)
    c. Relationship between parent(s) and clinician (Informal research gave some indication of this relationship.)

In order to assess the effectiveness of the Speech and Hearing Mobile Units Program the 32 teachers were further asked to indicate their perceptions of the effectiveness of the therapy their students were receiving and to rate their students according to progress made since attending speech and/or hearing classes.

The Findings

The Speech and Hearing Mobile Units Program has substantially increased the number of pupils receiving speech and hearing services. However, the formal evaluation findings of this year indicate that the service is far from adequate. Teachers have shown a very limited knowledge of the function of the speech therapist, and little interest in acquiring that knowledge. It has also been found that little or no communication exists between the speech and hearing clinicians and the teacher. This lack of rapport between classroom teacher and clinician can result in a student with a speech and/or hearing defect not getting the correct reinforcement from his teacher, and thus lessening the effect of the treatment. Most teachers reported that for the program to be effective there was a need for at least two therapy classes a week. A more detailed description of these findings follows.

Increase in Number of Children Receiving Services. To estimate the impact of the Mobile Units Program on the regular program, the increase in the number of children receiving speech and/or hearing services was measured. Table 1 presents a breakdown of participants in the two programs.

TABLE 1

Number of Children
Receiving Speech and Hearing Services by Program, 1965-1968

Program	Therapy	1965-1966	1966-1967	1967-1968
Speech and Hearing	Speech	1663	1330	1501
	Hearing	160	118	71
Speech and Hearing Mobile Units	Speech	--	444	323
	Hearing	--	120	152
Both	Speech	1663	1774	1824
	Hearing	160	238	223

Using the 1965-1966 school year as the base year, the 6.6 percent increase in the speech services and the 48.7 percent increase in the hearing services between the base year and the school year 1966-1967 are attributed to the Speech and Hearing Mobile Units Program. Between 1965-1966 and 1967-1968 an increase of 9.9 percent in speech services is attributed to the program. The decline in speech services between 1966-1967 and 1967-1968 is due to a change in the basic policy of the department regarding speech services. This policy reduced the clinician's load to allow more time per student.

Cost per Child. The mobile units program was evaluated as an alternative way of serving speech and hearing handicapped children by comparing it with the regular program. Table 2 compares the 1967-1968 cost per child in the mobile unit with the cost per child in the regular program.

TABLE 2

Per Pupil Cost for Services in Speech and Hearing and Speech and Hearing Mobile Units Programs

	Speech and Hearing		Speech and Hearing Mobile Units Program	
	Diagnosis	Therapy	Diagnosis	Therapy
Enrollment	7501	1501	2550	323
Clinicians' Salaries	$20,700.00	$62,100.00	$5,400.00	$16,200.00
Supplies	371.25	1,113.75	101.25	303.75
Driver Aides' Salaries	--	--	2,900.00	8,700.00
Total Cost	21,071.25	63,213.75	8,401.25	25,203.75
Cost per Pupil	$ 2.81	$ 421.14	$ 3.29	$ 780.30

Table 2 shows that the per-pupil costs for diagnosis and therapy in the Speech and Hearing Mobile Units Program are approximately 11.7 percent and 85.3 percent higher respectively than the cost in the regular speech and hearing program. This higher per-pupil cost has been attributed to the case load handled by the mobile unit clinician. Program staff say the time the clinician has available for therapy is limited by the following factors:

1. There is room for only five students per period in the mobile unit.
2. Time is lost every morning connecting the unit to the school power lines and disconnecting it when treatment is over.
3. Time is lost bringing the children from the classroom to the unit and returning them after treatment.

The mobile unit clinician's time loss amounts to 26 percent of the time in the regular program.

Therapy Time per Child. Children in the Speech and Hearing Mobile Units Program usually attend one 30-minute class a week. The amount of time devoted to each child will depend upon the number of children in the class. Ten observations were conducted in mobile units, and the average number of children attending the classes was found to be 3.1. In the regular speech and hearing program the average number of children attending classes over the same observation period was found to be 4.5. In the mobile units class the therapy time per child was 9.67 minutes per week. In the regular speech and hearing program classes were 35 minutes long, and the attending child received 7.77 minutes of individual therapy per week. Therefore, the child in the mobile unit received 1.90 minutes or 21.78 percent more therapy time than the child in the regular program.

In informal conversation the program evaluator learned that the participating therapists and most of the classroom teachers agree that one 30-minute class per week is not sufficient for most of the pupils that attend. Additional research, described later in this report, shows a lack of reinforcement of the therapists' work by both teachers and parents, which makes therapy time even more inadequate.

Classroom Teacher-Therapist Relationship. The existence of an effective relationship between the therapist and the classroom teacher is critical to the success of the treatment. Table 3 on page 7-11 shows the results of an interview of 77 classroom teachers.

TABLE 3

Classroom Teacher's Interest in, and Knowledge of, Speech Therapy*

	Yes		No		Indifferent	
	N	%	N	%	N	%
Teacher's knowledge of therapist's function	70	90	7	9.1	0	--
Teacher's observation of therapy in past	7	9.1	70	90.9	0	--
Teacher's interest in observation of therapy class	51	66.2	1	1.3	25	32.5
Teacher's interest in attending teacher-therapist workshop	49	63.6	3	3.9	25	32.5

*N=77

Seventy teachers were able to define the function of the speech and/or hearing therapist, although only seven had ever observed a therapy class in session. Of those seven most of the teachers had observed the class when they were in college. Asked whether they were interested in observing a therapy class in session, 51 teachers said they were interested, one said he was not interested, and 25 were indifferent. Forty-nine teachers showed interest in attending a teacher-therapist workshop, three teachers were not interested, and 25 were indifferent.

Informal research indicates that teachers are already overburdened with their regular activities and, consequently, have little time to indulge in new ones or to spend more time with speech and/or hearing handicapped students. Clinicians have pointed out that teachers are not trained to effectively help handicapped students and have expressed their concern over reverse effects of speech drillings by inexperienced teachers.

Other aspects of the relationship between the clinician and the classroom teacher were obtained from the interview of 16 teachers from schools served by the mobile units program and 16 teachers from schools served by the regular program. The results of the interview are shown in Table 4.

TABLE 4

Teachers' Answers to Questions Concerning Scheduling and Communication*

Question	Mobile Units Program				Regular Program			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Have you experienced a conflict in scheduling?	0	--	16	100	2	12.5	14	87.5
Do you communicate with the clinician?	2	12.5	14	87.5	4	25	12	75

*N=32

Teachers in the schools served by the mobile units program said there was no conflict between their class schedule and the therapy classes. In schools served by the regular programs two teachers said there was conflict but did not consider it serious.

Two of the interviewed teachers in schools served by the unit had had some form of communication with the clinician during the school year. Fourteen had had no communication whatsoever. One teacher thought that the mobile unit driver-aide was the clinician. In schools not served by the mobile units four of the interviewed teachers had communicated with the clinician, while 12 had not. Some of the teachers knew that a clinician visited the school but did not know when, or even if the clinician was male or female. In both types of schools special education teachers had more communication with the clinician than did the regular classroom teachers.

During the interview a number of teachers told the interviewer that they were very concerned by the fact that they had no part in the final selection of students for therapy. Most of these teachers felt that the scholastic potential of students should be among the criteria which determine a student's final selection for therapy.

Clinician-Parent(s) Relationship. No data were collected to measure the degree of the clinician-parent(s) relationship or any difference in that relationship between schools served by mobile units and those served by the regular program. However, on the basis of informal research it can be said that such a relationship does exist on a very small scale in both programs. Clinicians do try to establish effective relationships, but feel that alternative ways of communication could be looked for.

Effectiveness of Therapy

The interview of the 16 teachers in schools served by the mobile units program and the 16 teachers in schools served by the regular program indicated teachers' perceptions of the effectiveness of the therapy their students were receiving.

In schools in the Speech and Hearing Mobile Units Program, 50 percent of the teachers said that speech therapy was effective, 37 percent thought it was not effective, and 13 percent were undecided. In schools served by the regular program, 50 percent of the teachers thought the service was effective, 37 percent said it was not effective, and 13 percent were undecided.

Most of the teachers who considered the therapy effective and some of those who considered it ineffective pointed out the need for at least two therapy classes a week.

Consultant's Recommendations Based on Formal and Informal Findings

The preceding section of this report concentrated on the formal research carried out this year and the pertinent findings. In the following pages the program's consultant, who has worked closely with the program as it has developed, presents those problems which he feels are marring the effectiveness of this program, together with his ideas for their solution.

The screening-diagnostic procedures and instruments used by the speech clinicians in determining the presence of speech problems in children are highly subjective and variable. This problem might be solved by the development of more objective speech diagnostic tests for different age groups to be tested in the schools. By this means all children of the same age in the school system who required a speech diagnostic test would receive the same test. Test results would be uniformly recognized throughout the school system which would reduce material and labor costs since the duplication of testing inherent in the present evaluation process would be eliminated.

It seems essential that more speech clinicians be hired in order to provide services for the students on the waiting lists (5,900 students as of August 1968). To offset the lack of trained clinicians and to keep within the budgetary constraints, the hiring of speech and hearing aides could be investigated. The aides would be guided by the clinicians and could be entrusted with a number of simple therapeutic activities which would give the clinician more time to handle the serious cases.

The lack of communication between the classroom teachers and the clinicians seems to be due to various circumstances, however, the following are most significant:

1. Neither teachers nor clinicians have extra time available for discussion.
2. The classroom teacher has not been provided with basic information concerning the nature of speech and/or hearing problems and therapy; consequently the teacher's interest in this field has not been aroused.
3. Therapy time per child in both the mobile units program and the regular program is far from adequate due to the lack of personnel.

This lack of communication could be overcome by introducing:

1. A speech therapy workshop for interested classroom teachers
2. Providing a floating substitute teacher which would allow the classroom teachers to observe their pupils in therapy sessions and to confer with the clinician about their pupils
3. Establishing an information program between speech and hearing clinicians and classroom teachers in the form of an in-service symposium. Simple supplemental leaflets might also be provided.
4. Allowing teachers to participate in the final selection of speech cases for therapy. The decision should be made mutually by the clinician and the classroom teacher.

Discussion and Conclusions

In spite of the fact that the Speech and Hearing Mobile Units Program has substantially increased the number of pupils receiving speech and hearing therapy, the total speech and hearing program is far from adequate. This is evidenced by the long waiting lists which amount to almost five times the present enrollment in the speech program and by the fact that 532 children are waiting for treatment in the hearing program. This inadequacy is due to a tremendous shortage of personnel. The Department of Special Education estimates that it needs 78 speech clinicians in order to provide weekly services for the speech handicapped children. To provide a twice-weekly service (which most clinicians and classroom teachers favor), 156 clinicians are needed. Personnel needs for the hearing program are estimated at 52 hearing clinicians.

There are no standardized means of screening, evaluating, and diagnosing speech problems which allow for general interpretation. Contradictory evaluations and unnecessary reevaluations of children transferring from one area to another greatly interfere with the effectiveness of the service. There is a lack of communication between classroom teachers and speech and hearing clinicians which lessens the reinforcement necessary for therapy to be effective.

APPENDICES

APPENDIX A

Speech and Hearing Mobile Units Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The purpose of the Speech and Hearing Mobile Units Program is to correct or improve any speech or hearing defects in students, thereby removing barriers to academic and social achievement.

II. Scope

A. Number of Pupils and Schools Involved

The number of pupils participating in the program varies since new pupils are added and others are dropped throughout the year. The following figures represent the total number of pupils served by the program during the 1967-1968 school year as of May 1.

Mobile Unit I (Hill District)

Speech	103
Hearing	58
Total	161

Mobile Unit 2 (Homewood-Brushton)

Speech	110
Hearing	55
Total	165

Mobile Unit 3 (North Side)

Speech	108
Hearing	26
Total	134

Speech and Hearing Totals

Speech Totals	321
Hearing Totals	139

B. The Grades or Ages of Participants

The mobile units serve children from kindergarten through the twelfth grade. For kindergarten and first-grade children the speech program provides mainly diagnostic services; only in cases of severe defects will therapy be given. Children who qualify for the hearing program are provided with appropriate treatment regardless of grade level.

C. General Description of Staff

The staff consists of the Director of the Department of Special Education, one supervisor, three speech therapists, three hearing therapists, and three driver-aides.

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

It is hoped that children participating in the Speech and Hearing Mobile Units Program will either demonstrate improved speech or be able to utilize their hearing more efficiently, depending on their reason for being in the program. The success of the treatment is conditioned by the severity of the handicap, the child's motivation, and the extent of other handicaps.

B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

1. The child's self-concept will be improved.

2. The child will become more acceptable socially.

3. The child will participate more in the regular classroom.

4. The child will reach his potential level of academic achievement.

5. The child will have a more positive attitude toward school.

6. The child will set realistic vocational goals for himself.

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to ensure the accomplishment of the major objectives

A. The child accepts his speech and/or hearing defect.

B. The child is aware of acceptable speech standards.

C. The child is willing to overcome his handicap.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

The Speech and Hearing Mobile Units Program serves as a reassurance to parents that the school is making every effort to correct the learning problems of their children.

IV. Criteria for Successful Completion of or Removal from the Program

A. Children with speech problems remain in the program until they achieve the greatest possible improvement. When they leave the program, they are kept on a checklist and receive periodic treatment.

B. Termination of the hearing program may occur when hearing has been improved, when it cannot be improved any further, or when the student no longer feels the need for help. Children whose hearing cannot be improved are normally kept in the program for further development of their residual hearing, language vocabulary, and auditory training.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

1. Speech

a. Referrals are accepted from teachers, principals, counselors, and other children.

b. The professional judgment of the therapist and the potential for improvement are the main factors in determining eligibility.

c. Some preference is given to children in the fourth, fifth, and sixth grades, especially those with a favorable prognosis.

2. Hearing

   a. The initial screening is done by the Allegheny County Health Department.

   b. Children with a bilateral loss of 20 decibels or more are eligible, but those with the greatest need for academic tutoring and follow-up are given priority.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

No information is available on entering behaviors for this program.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Director of the Department of Special Education	Doctor's degree in School Psychology Field experience	
Supervisor	American Speech and Hearing Association's Certification of Clinical Competence State Certification in Speech and Hearing	

Staff Member	Professional Qualifications	Personal Qualifications
Speech and Hearing Therapists	State-required educational background	Emotional stability An interest in people A desire to help others help themselves The ability to communicate successfully The ability to be well organized Sense of humor
Driver-aide	A driver's license	Dependability An interest in people, especially children Acceptable speech

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

The support of the school principal is desirable.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

1. The collaboration of medical specialists, audiologists, nurses, and school social workers is required periodically. Medical specialists provide special evaluation for children with organic problems. Audiologists evaluate screening results and recommend hearing aids, therapy, and preferential seating arrangements.

2. Classroom teachers with positive attitudes towards handicapped children can play a substantial role in enabling the participants to achieve program objectives.

3. Parents who realize the importance of their role support the school's efforts at home.

C. Media--the materials, supplies, and equipment required for program activities

The following equipment and supplies are needed to carry out the Speech and Hearing Mobile Units Program:

1. Tape recorders are used by participants to listen to and evaluate their own speech.
2. Phonographs and records are used to listen to sounds and to provide stimulation.
3. Audiometers are used to reevaluate the auditory acuity of children enrolled.
4. Mirrors are used for correcting placement and pattern of articulation.
5. Various other materials (many of them made by the therapist) are used for motivation, remedial work, and instruction:
    a. Chalkboards and bulletin boards
    b. Typewriters and ditto machines
    c. The complete basal reader series, workbooks, and complementary books
    d. Remedial reading materials, auditory discrimination materials, phonics workbooks
    e. Paper, pencils, rulers, and crayons
    f. Manila folders and pictures
    g. Glue and felt markers
    h. Tongue depressors and straws

D. Facilities

The three mobile units are essential to the operation of the program.

4

IV. Time Constraints

A. Children with speech and/or hearing handicaps remain in the program until they show the greatest possible improvement. Children may leave the program for other reasons (moving from the city, dropping out of school, or parental disapproval).

B. Each child is seen at least once a week, individually (usually in hearing) or in a group (usually in speech) for a 30- or 45-minute period. Children on a recheck or contact list are seen less frequently.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

The therapists make every effort to design program activities to meet the specific needs of each child. There are sequential learning tasks in speech, hearing, and academic work.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Director of the Department of Special Education	Administration of the program	a. Provides leadership in program planning b. Develops program rationale and strategy c. Arranges the funding of the program d. Provides for a regular reappraisal of the program

Staff Members	Functions	Duties
Supervisor	Supervision of the program	a. Visits therapy classrooms b. Gives consultations by telephone when necessary c. Evaluates the quality of the service provided
Speech and Hearing Therapists	1. Diagnosis and appraisal of individual students	Diagnoses academic weaknesses and selects children on basis of favorable prognosis and/or problem severity
	2. Scheduling	Arranges appointments to minimize interference with academic classes
	3. Therapy and tutoring	a. Teaches lip reading, the use of speech organs, and auditory discrimination skills b. Designs and presents learning activities for individual problems c. Conducts group therapy
	4. Consultation	Advises teachers, other professionals, and parents about the child's health

Staff Members	Functions	Duties
Driver-aide	1. Maintenance of mobile unit	a. Keeps equipment in good order b. Cleans the mobile unit
	2. Non-maintenance functions	a. Drives the unit b. Brings children to the unit
	3. Provision of clerical services	a. Types lesson plans b. Keeps records c. Runs ditto machines d. Prepares some instructional materials

B. Intra-staff Communication and Coordination

The staff of the Speech and Hearing Mobile Units Program meets once a month to discuss problems and seek solutions. Weekly meetings for the same purpose are frequent.

C. Communication Between Program Staff and Others

Members of the staff communicate the needs and aims of the program to principals and teachers.

APPENDIX B

SPEECH AND HEARING MOBILE UNITS PROGRAM
OBSERVATION SHEET

(Name of school) ____________________ (Area) ____________________

(Date of observation) ____________________

(Observation period) From ______ a.m./p.m. to ______ a.m./p.m.

School Enrollment				Program Enrollment							
MW	MN	FW	FN	Speech				Hearing			
				MW	MN	FW	FN	MW	MN	FW	FN

I. A. Service conducted in:

Classroom____ School clinic____ Special room____ Other______

If "Other," describe____________________

B. Description of the room that the service is conducted in (speech and hearing mobile unit worker):

1. Size: ____Adequate ____Inadequate

Comment:____________________

2. Equipment: ____Adequate ____Inadequate

Comment:____________________

C. Description of the room that the service is conducted in (Office of Research observer):

3. Privacy: _____Adequate _____Inadequate

Comment:____

____

4. Noise: _____Interferes with service _____Does not interfere with service

Comment:____

____

II. A. Time spent with each child per week (speech and hearing mobile unit worker):

Speech_____Hearing_____Size of group (speech only)_____

Comment:____

____

B. Actual time spent with each child during observation (Office of Research observer):

Speech_____Hearing_____Size of group (speech only)_____

Comment:____

____

III. Number of children present during observation:

Speech_____Hearing_____

Comment:____

____

APPENDIX C

SPEECH AND HEARING MOBILE UNITS PROGRAM
GUIDE FOR TEACHER'S INTERVIEW

Name of School ____________ Classroom No. ____________

Teacher's Name ____________ Sex ______ Race ______

Number of Years Teaching ____________ Number of Years in Present School ____________

Number of children in speech____and/or hearing______program

I. What do you consider the speech therapist's function to be?

____

____

____

II. What do you consider the hearing therapist's function to be?

____

____

____

III. How do you rate the following children in relation to their classmates?

Name of child	Speech Quality		Class Behavior			School Performance		
	Acceptable	Not Acceptable	Upper 1/3	Middle 1/3	Lower 1/3	Upper 1/3	Middle 1/3	Lower 1/3
1								
2								
3								
4								
5								
6								
7								
8								
9								
0								

IV. Do you experience any conflict between the regular schedule of the class and the speech and hearing class?

Yes____ No____

If "Yes," please specify____

____

V. Have you spoken to speech and/or hearing therapist about any one of your students this year?

Yes____ No____

If "Yes," please specify____

____

VI. Do you think that speech and/or hearing therapy helps you in teaching your classes?

Yes____ No____

If "Yes," in what way?____

____

VII. If there are things which you would like to have happen in the Speech and/or Hearing Mobile Units Program please specify:

____

____

8. TELEVISION NEWS PROGRAM

8. TELEVISION NEWS PROGRAM

Summary

The Television News Program was first offered in the Pittsburgh Public Schools in 1966. The format of the 1967-1968 television presentation, News 67-68, is almost identical to that of the 1966 programs. The program was conceived as a widespread means of instructing students about the significance of local and national news events through the use of television as an instructional device.

The findings of the 1968 evaluation show that, although teacher usage is limited because of increasing scheduling problems and professional preference, those teachers who use the program are largely satisfied with its success in terms of their students' reactions. There is, however, room for improvement in making the programs more dynamic, vivid, and visual. The greatest complaint of teachers is that speech still constitutes an overwhelming percentage of program content.

In many cases proper facilities for optimum television usage are lacking. Scheduling problems and teachers' understanding of the potential of television as an instructional device often prevent them from utilizing the facilities that are available. These are probably the greatest impediments to the widespread success of the program.

Introduction

History of the Program

The use of television as an educational rather than a purely recreational instrument has been receiving increasing attention from educators throughout the United States for the last ten years. Reactions run from skepticism and fear of overuse to the now famous dictum of communications theorist Marshall McLuhan that "typography is out and television is quickly replacing the book." One thing is certain: use of television in the schools is increasing, usually with the blessing of school boards who have to bear the cost of programming and equipment.[1]

In 1964, the Ford Foundation conceived and financed the first series of news programs produced for educational television in the Pittsburgh area. These programs were intended for selected team teaching groups in underpriviledged areas. As use and need became more widespread, ESEA, through the Division of Compensatory Education, assumed the responsibility for financing.

The Pittsburgh Public Schools now have 850 television sets, an average of one set for every three and a half classrooms. Programs are made available to Pittsburgh and surrounding areas through educational channel WQED's Department of School Services. This department is part of the Metropolitan Pittsburgh Educational Television stations (WQED and WQEX).

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[1] See report, School Television, the Great Cities, Research Council of the Great Cities, the Fund for Media Research, 1967.

The institution of a new television course to be produced by WQED is a long and complex task. A team of experts makes recommendations on the feasibility and desirability of a certain program to the School Curriculum Advisory Committee (SCAC), a group of educators and administrators from Pittsburgh and surrounding districts. The final decision as to whether a course shall be used, and in what form, is made by this committee. It must accept the program idea completely before the series can be shown over WQED. Approximately half of the programs selected have already been used in other parts of the country, the remaining programs are locally conceived and locally produced.

WQED provides 23 regularly scheduled programs during the school week. Content is varied to accommodate students from different grades. Programs are repeated often to allow teachers on different schedules to use them. This report contains an evaluation of one of these 23 programs, News 67-68. This program in its present form was first shown in the 1966-1967 school year as News 66-67. The Office of Research also published an evaluation of the 1966-1967 program.

Description of the Program

The content of News 67-68 is geared to fifth- and sixth-grade students. However, since the selection of television programs as curriculum aids is at the discretion of individual teachers, there is no assurance that these guidelines are followed. In fact, divergence from the guidelines is often encouraged, since mature classes can follow programs designed for higher levels, and a class of slow learners may benefit from seeing a program designed for a lower level.

Three members of the program staff of News 67-68 are: the television teacher, the Associate Director of Television and Radio Education, and the producer-director affiliated with WQED. The Associate Director and the producer-director have previous experience in television production and have academic backgrounds in education. The television teacher, a former teacher in the Pittsburgh Public Schools, was selected in 1966 and has remained with the program since that time. All three are actively interested in promoting education through visual means. They attempt to present information in a way most easily understood by children and to make the program as attractive as possible to maintain constant interest.

The television teacher's primary task is to select topics for the program and write out an entire sequence for the show, which she then tapes. She also visits several classrooms a week to observe how children are reacting to the program and its contents.

The Associate Director of Television and Radio Education is responsible for approving the plan prepared by the television teacher. He maintains an up-to-date picture of the program's reception and utilization in the classrooms.

The producer-director is responsible for the production of the program utilizing the various visual techniques available at a television studio.

In addition to the members of the staff, the teachers who use the television program in the schools are instrumental in its success or failure. One of the criteria for the program's success is that children discuss the news program with their teachers. Another criterion is that children be able to apply the ideas presented in the program to other subjects and that they show interest in the events presented. The teachers in the classrooms report back to the staff on how the children are reacting to the program.

Every attempt is made to show topical news programs on the local, national, and international levels although, because of money and time considerations, this is not always possible. Program variety is also sought. The following list of topics presented in News 67-68 will give some idea of the subjects covered:

Air Pollution
Apollo/Saturn V
Changing Cabinet
George Washington Carver
Gold

Hemisfair
Japan (Anniversary of Pearl Harbor)
Korea (Pueblo)
Mauritius and Ministates
The Presidency
Pennsylvania Constitutional Convention
Pittsburgh International Art Show
Viet Nam (Doves, Hawks, and Flutterers)
Winter Olympics

The television teacher describes either an event or a person, isolates this in a historical perspective, gives sources in which the event or person can be found, and explains, visually when possible, the importance of this subject in the students' lives. Some programs are not news oriented, but rather historically oriented, as the program on George Washington Carver. Generally, however, as the sample of programs above shows, most were quite topical.

For more descriptive information on the program, see the program definition included in Appendix A.

Evaluation of the Program

Method

The evaluation of television as a teaching tool presents methodological problems. No adequate control group can be devised because many children have televisions available to them in their homes. Night-time television news and other special news programs often overlap what is shown at school. Because students' television viewing cannot be monitored, the evaluator cannot meaningfully compare data.

In view of these limitations, the evaluation method judged most feasible was a teacher questionnaire to determine the effectiveness of the program in terms of student participation and learning. The questionnaire developed contained both multiple choice and open-end questions. A copy of the instrument is included in Appendix B.

Eleven compensatory schools were chosen for the questionnaire administration since the program is designed to have its greatest impact in schools of this type. The Associate Director of Television and Radio Education selected 50 teachers in the 11 schools to receive the questionnaire. Distribution was handled by the principals in the individual schools. Twenty-nine of the 50 teachers returned a completed questionnaire (a 58 percent rate of return). Responses were anonymous, and teachers were not informed as to which of their colleagues received copies. In addition to the teacher questionnaire, informal interviews of staff members were conducted.

Findings

Although some teachers who returned a completed questionnaire indicated that they did not use News 67-68 in their classrooms, those who used the program appeared generally satisfied with it. They indicated a high degree of student responsiveness and interest. The most often reported reason for not using the program or for infrequent use was a scheduling problem. A more detailed presentation of the findings is given below.

Table 1 presents the number of teachers using News 67-68 by number of programs viewed per month.

TABLE 1

Teacher Utilization of News 67-68

Number of Programs Viewed per Month	Number of Teachers
Four	15
Three	1
Two	3
One	2
None	8
	29

As the table indicates, half of the teachers use News 67-68 four times a month, although eight of the teachers do not use it at all. These eight gave the following reasons for not using the program:

1. ....could not fit it into schedule
2. ....use T. V. twice a week with English. Have no time to fit it into other programs
3. .....have never seen this program and know nothing about it
4. ....program is too advanced for my class in special education
5. ....am in a nongraded school and scheduling does not permit use of this program
6. ....comes at an inconvenient time. Used it last year and like it very much
7. ....conflicted with reading time. Was impossible to use series on a consistent basis
8. ....scheduling did not permit it

The most persistent problem indicated by these responses is that of scheduling. Even though News 67-68 was shown twice each week (on different days at different times), some teachers found it impossible to fit it into their schedules.

The interviews of staff members conducted by the evaluator provide information on other variables which influence the utilization of television presentations. Some comments reflected dissatisfaction with the conditions surrounding the viewing. These included bad reception, classes too large for one television set, and facilities lacking the proper lighting and acoustics for all students to be able to benefit. Other comments concerned teachers' and students' attitudes toward the medium. Many teachers apparently feel that teaching on television is the same as teaching in the classroom except that television is mechanized. Others, however, criticized the programs because they did not utilize the medium's potential for visual imagery. Some teachers disliked the television teacher, as evidenced by both personal and professional criticisms. Many teachers feel that television loses its effectiveness as a teaching tool because students identify it with entertainment. Others felt that students were bored by television presentations because they could not interact with the television teacher as they can do with the classroom teacher.

Of those teachers who do use News 67-68, questionnaire responses indicate that they perceive a high degree of student responsiveness and interest. Ninety-four percent of the respondents rated student interest in the program as excellent or good. In regard to student discussion subsequent to the programs, 76 percent stated that the amount was very high or high and 81 percent that the quality was excellent or good. In addition, 90 percent of the respondents indicated that the program had accomplished its goal of expanding student awareness of news.

Teachers' responses to the open-end questions are given in Appendix C. When asked to elaborate on how News 67-68 had expanded student awareness of the news, teachers listed many different items. These explanations must be interpreted with caution since it is possible that teachers read too much into their students' behavior. Many of the activities cited could be attributed to things other than the news program.

When asked to identify the worst aspect of the program, teachers' comments ran the gamut from criticisms of content to reception. In response to the question, "What aspects of the Television News Program would you change if you were program director?" the most frequently mentioned change was to employ the full potential of the medium. A lecture on television can often become drab and dull. Therefore, it was suggested that more emphasis be placed on visual communication.

Discussion and Conclusions

Although it is impossible to rigorously evaluate the Television News Program, the sample of teachers interviewed believes that the program has been effective and that the goal of expanding student awareness of the news has been achieved. For the most part, the criticisms of the program by teachers were constructive. Their comments point to the following program improvements:

1. The goals of the program should be clarified so that students, teachers, and the television staff know exactly what is and is not effective and what content materials are most appropriate.

2. Attempts should be made to reduce lecturing on the programs and to increase the use of visual materials. (Most communications theorists and teachers agree that television's potential for teaching lies in this area, but the principle is often not applied to educational programs because it increases expenses.)

3. Teachers should be given optimal equipment and facilities so that students receive maximum benefit from the programs.

4. To deal with the persistent problem of scheduling conflicts, it might be possible to have extra broadcasting time, or, where practical, fifth and sixth grade social studies classes might be rescheduled to the time of the broadcast.

5. Finally, to dispel the misunderstanding of some teachers about the value and use of television teaching, information should be distributed to all teachers outlining the aims of television instruction and the theory behind its application. Until this is done, the program will continue to be underutilized, and students will be denied the benefit of viewing. The expense and man hours involved in production can only be justified if the program is viewed by a large number of classes.

APPENDICES

APPENDIX A

Television News Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The purpose of the Television News Program is to present current events to students in such a way as to make them more meaningful and to create a greater interest in and awareness of what is going on in the community, in the nation, and in the world.

II. Description of Scope

A. Number of Schools Involved

The number of schools using the program is difficult to determine because it is available throughout the Pittsburgh Public Schools and in 17 surrounding counties. The choice to utilize the program is made by individual classroom teachers on the basis of their scheduling and their professional preference.

B. Age of Participants

The program is designed for fifth- and sixth-grade students, but it is also sometimes viewed by students in the fourth, seventh, and eighth grades.

C. General Description of Staff

1. The television teacher
2. The Associate Director of Television and Radio Education
3. The television producer-director

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

   A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

   The student develops an expanded awareness of, and an interest in, current events.

   B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

      1. The student will have an improved understanding of social studies events.

      2. The student will make more discriminating selections in television programs.

      3. The student will sustain an interest in current events into adulthood.

      4. The student will form a greater identification with the American culture.

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to ensure the accomplishment of the major objectives

The student develops a skill in note taking.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

Families of program participants develop an increased interest in the news.

IV. Criteria for Successful Completion of or Removal from the Program

No formal criteria were identified for successful completion of the program. However, individual teachers indicated that students doing a number of the following would indicate a sufficient degree of participation and interest to constitute successful completion:

A. The student makes references to Television News Program ideas in other subjects.

B. The student creates notebooks on news subjects.

C. The student makes collections of news clippings.

D. The student reads News Time and other pupil-oriented publications on current events.

E. The student participates in oral discussions and asks questions on subjects related to the news program.

F. The student evidences an increase in vocabulary related to the program.

G. The student volunteers to go to Carnegie Library to read on news-related topics.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

The individual teacher usually decides, on the basis of his own schedule and professional preference, whether the program will be used. In some cases a supervisor suggests use of the program. In a team teaching situation this decision is usually made by the team leader.

The Television News Program is open to students from all socioeconomic backgrounds throughout the city of Pittsburgh and in 17 surrounding counties. It is commonly used in the fifth and sixth grades and occasionally in the fourth, seventh, and eighth grades.

B. Entering Behaviors--characteristics of participants (other than selection characterisitics) which are related to performance in the program

Since the Television News Program is offered to students of all socioeconomic backgrounds throughout the Pittsburgh Public Schools and in surrounding areas, no entering behaviors could be identified.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Television Teacher	1. A teaching certificate 2. Three years of teaching experience 3. Membership in the school system or educational community 4. The possession of, and the ability to use, dramatic skills and to communicate on television 5. A knowledge of learning theory	
Associate Director of Radio and Television Education	1. A teaching certificate 2. Teaching experience 3. A knowledge of television techniques 4. The ability to help with the construction of television presentations and scripts	
Television Producer-Director	1. Experience in educational television and its use in the schools 2. Professional training in television production and direction 3. The ability to coordinate the various activities that make up television broadcasting	

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

The individual principals are vital to the success of the Television News Program. The principal schedules classes and may make suggestions to teachers regarding implementation of the program.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

1. The support of individual classroom teachers is essential to the success of the program for the following reasons:

    a. The teacher makes the critical decision as to whether her class receives the television broadcast.

    b. The teacher's attitude toward the program is the most important determinant of the students' attitudes toward the program.

    c. If the program is to be successful, the teacher must prepare the students for the television presentations by providing background material and must reinforce them by leading discussions after they are over.

    d. The teacher provides important information to the program staff on student reactions to the program.

2. In schools using the Team Teaching Program, the team mother may set up the television set or help with the classroom activities related to the program.

3. The program may require cooperation from the school librarian.

4. The services of a television repairman may be needed.

C. Media--the materials, supplies, and equipment required for program activities

The following materials and equipment are used in producing the television presentations:

1. Overhead and opaque film projectors

2. Film strips

3. Slides

4. Film projectors

5. Transparencies

6. Maps and globes

7. Picture files

8. Pamphlets

9. Reference materials such as books and magazines

The classroom teacher may also make use of the last four items.

D. Facilities

1. A viewing room of adequate size equipped with blackboards and providing ventilation

2. Desks that students can write on in the viewing room

3. A seating arrangement and volume control that allow all students to see and hear the program

4. Antennas and extension cords

IV. Time Constraints

Each television presentation is shown twice a week for a 20-minute period so that teachers can utilize the presentation which fits most readily into their schedules. Some teachers use time after the presentation for discussion while others have intermittent discussions on related topics during the week. The extent to which the program is used and discussed depends on scheduling and the professional preference of individual classroom teachers.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

Students participate in the following activities in the Television News Program:

A. A preparatory session before the television program to arouse interest in the topic to be presented

B. Previewing the television program (not all students do this)

C. Viewing the television program (main student activity)

D. Vocabulary development during the program as the teacher writes and explains key words

E. Discussion on the specific topic after the television program

F. Researching specific news topics

G. Keeping notebooks on program topics

H. Maintaining a bulletin board on news clippings

I. Using the interview techniques utilized on the television programs to interview persons visiting the school (activity at one school only)

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Member	Functions	Duties
Television Teacher	1. Planning	a. Conducts research b. Writes the television scripts
	2. Instruction	a. Makes the formal presentation of the television news topic

Staff Member	Functions	Duties
Television Teacher (contd.)		b. Personalizes television performance by visiting classrooms
Associate Director of Television and Radio Education	Administration of overall program	a. Discusses and approves scripts b. Visits classrooms c. Is responsible for distribution and maintenance of television sets d. Meets with the School Curriculum Advisory Committee (SCAC)
Television Producer-Director	Production of television programs	a. Initiates all visual designs, stage sets, props, and lighting b. Obtains necessary copyrights c. Coordinates all camera shots, art, audio tape, video controls, and instantaneous editing d. Writes program reports

B. Intra-staff Communication and Coordination

The three members of the staff work closely on every aspect of planning and producing the program.

C. Communication between Program Staff and Others

1. The television teacher and the Associate Director of Television and Radio Education visit classrooms utilizing the program.
2. The Associate Director of Television and Radio Education speaks to faculty groups.
3. The staff sends written communications to classroom teachers.
4. Team leaders utilizing the program meet with program staff.
5. Occasional demonstrations and training sessions are held.
6. The professional staff at WQED visit classrooms to determine the effectiveness of school oriented educational telecasting.

APPENDIX B

QUESTIONNAIRE
TELEVISION NEWS PROGRAM

The following questionnaire has been designed by the Office of Research to ascertain the success and quality of the WQED program NEWS 67-68. Your responses to the items are completely anonymous, so please feel free to be entirely frank. It is only through your cooperation that we can improve the quality of these television programs.

A stamped envelope is provided to facilitate returning the questionnaire.

PLEASE CHECK THE APPROPRIATE ANSWERS TO THE FOLLOWING QUESTIONS:

1. I use News 67-68 approximately:

Four times a month______Three times a month ______

Twice a month ______Once a month ______Never ______

IF "NEVER," PLEASE STATE BRIEFLY WHY YOU DO NOT USE THE PROGRAM AND THEN RETURN THE QUESTIONNAIRE.

2. Student interest in the program seems:

Excellent______ Good______ Fair______ Poor______

3. The amount of student discussion after the program is:

Very high______ High______ Satisfactory______ Poor______

4. The quality of student discussion after the program is:

Excellent______ Good______ Fair______ Poor______

5. How topical do you think News 67-68 is?

Very topical______ Topical______ Not very topical______

6. The goal of the Television News Program is to extend student awareness of news events.

a. This goal has been met:

Excellently______ Well______ Barely______ Not at all______

b. Briefly explain above response with special reference to increased student awareness of a specific news event, if possible:

7. How often do you use the preview programs presented?

Four times a month______ Three times a month______

Twice a month______ Once a month______ Never______

8. What do you feel are the best aspects of the Television News Program?

9. a. Do you think there should be more news sessions per week?

Yes______ No______

b. If "Yes," how many extra twenty-minute sessions per week should there be? ____________

10. What do you feel are the worst aspects of the Television News Program?

11. What aspects of the Television News Program would you change if you were program director?

12. What effects would the discontinuation of this program have on your instructional program?

APPENDIX C

TEACHERS' RESPONSES TO OPEN-END QUESTIONS

Question: Briefly explain above response [as to how well the goal of extending student awareness of news events has been met] with special reference to increased student awareness of a specific news event.

1. program motivated students to have ideas for reports, booklets, graphs, and discussions
2. pupils are quicker to point out news items, bring in news clips
3. more reading of daily paper and constructed a bulletin board for news items
4. increased the awareness that there were political conventions in the near future
5. program should be more detailed and slightly simplified
6. topics should be ones that can be found readily in newspapers and magazines
7. feel that the program has stimulated interest in those previously uninterested in state of the world (since they were rarely interested in themselves)
8. crisis in Africa good, made student aware that the globe is shrinking

Question: What do you feel are the worst aspects of the Television News Program?

1. a marked degree of monotone in the television teacher (on occasion)
2. the time schedule; it sometimes comes at the end of a period
3. scheduling
4. sometimes I feel the subject under consideration could be developed more fully

5. the information could be in greater depth

6. the presentation is very dull

7. program should not be eliminated for other special broadcasts

8. visual effects are not always good

9. maps and charts do not come over clearly

10. sometimes the topics are not of great interest

11. too short in time, thus interest is threatened

12. not very topical

13. some of the film clips do not come in clearly

Question: What aspects of the Television News Program would you change if you were program director?

1. have more visual aids and more words for children to copy down and more time allowed to let them do this

2. extend topics during one program, giving more than one area of discussion

3. no changes

4. stimulate varied techniques in presenting materials

5. pictures whenever possible

6. projects should be assigned to pupils after the end of the programs

7. include as many visual elements to present the news as possible

8. discuss the highlights of the past week's news rather than go into one topic

9. make programs slightly more detailed

10. try to select more current topics

11. use more pictures for more vivid image